CHRISTIAN HIGHER EDUCATION AT DALLAS THEOLOGICAL SEMINARY:

AN ASSESSMENT OF DOCTOR OF MINISTRY PROGRAMS

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This study involved non-experimental research to identify alumni perceptions of the strengths and weaknesses of the Doctor of Ministry degree program at Dallas Theological Seminary. An international survey was conducted to collect data from 165 Doctor of Ministry degree holders from Dallas Theological Seminary; 131 usable questionnaires were returned. A response rate of 79.4 percent was achieved.

The intent of the study was to ascertain (a) the extent to which D.Min. alumni perceive that the objectives and goals of Doctor of Ministry programs at Dallas Theological Seminary are being met, (b) alumni-perceived strengths of Doctor of Ministry programs at Dallas Theological Seminary, (c) alumni-perceived weaknesses of Doctor of Ministry programs at Dallas Theological Seminary, (d) compare the findings of this case study assessment with a 1987 national study of Doctor of Ministry programs, and (e) make recommendations for the improvement of D. Min programs at Dallas Theological Seminary.

The pattern that emerged from the data indicates that the D.Min. alumni believe objectives and goals of the Doctor of Ministry program at Dallas Theological Seminary are being met. In the opinion of the alumni, Doctor of

Ministry programs at Dallas Theological Seminary has its strengths. The overall opinion of the D.Min. faculty and curriculum are strong indicators of its strength. The D.Min. program has had a positive impact on the lives of its alumni and on their ministries. In the opinion of the alumni, Doctor of Ministry programs at Dallas Theological Seminary also has its weaknesses. A casual comparison of the findings of this case study assessment with a similar 1987 national study of Doctor of Ministry programs revealed more similarities than differences. The alumni provided a number of suggestions to be implemented into the Doctor of Ministry curriculum, structure, faculty, administration, overall image of the program, its purpose and objectives.

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INTRODUCTION

A major phenomenon in higher education in the late 1900s has been the development of programs for the education of working adults. This interest has been characterized by an explosion of continuing education programs in all sectors of American higher education along with the emergence and spread of new academic delivery systems, degree requirements, accreditation standards, and degree nomenclature (Tucker, 1977). These changes in learning reflect a paradigm shift away from the notion of terminal degrees to one of lifelong learning. Tucker has thus summarized his views on this continuing education phenomenon:

> The concept of lifelong learning includes both continuing education in which intensive periods of full-time study alternates with full-time vocational commitment. The phenomenon of translating this new integration of life experiences and academic discipline is commonly referred to in the literature as “non-traditional education” (p. 1).

An important manifestation of a changing trend in higher education has been the development of external degree programs and other flexible educational

configurations designed to allow working adults to earn degrees from institutions of higher education.

The Doctor of Ministry (D.Min.) degree has emerged as a new form of professional continuing education in the process of educational innovation in Christian higher education. The emphasis is on “professional” and not on “continuing education” by those offering the degree (Taylor, 1976; DTS D.Min. Handbook, 1999-2000). The research reported in this report examined one such Doctor of Ministry program at a theological institution well known for its traditional forms of education and now making its foray into professional continuing education.

Dallas Theological Seminary

Dallas Theological Seminary, originally named the Evangelical Theological College, was established through the efforts of several prominent evangelical leaders who became mutually acquainted through the emergent Bible Institute and Bible Conference movements of the late nineteenth century (Hanna, 1988). Primarily, the vision and work of Lewis Sperry Chafer – though others provided support – brought the college into existence in 1924. In 1921, Lewis Sperry Chafer expressed the need for a new kind of school to train students for ministry in which the major focus of study would be the Bible. Chafer’s dream was realized in 1924 when the first student body of 13 students of the Evangelical Theological College met to study under his teaching and leadership as the school's first president (1924-52). Chafer believed that the Bible Conference

emphases on English Bible instruction, dispensational premillennialism, and victorious Christian life teachings were essential ingredients in the preparation of clergymen in the twentieth century (Hannah, 1988). As he envisioned, the school emphasized the preaching and teaching of the Scriptures in a way that made them understandable and applicable to life.

According to Hannah (1988), “obtaining a documentable analysis of the origins of the Evangelical Theological College and its founders is difficult because the available sources are not organized” (p. 5). However, 2 works at the dissertation level have addressed the history and development of Dallas Theological Seminary. The first, a dissertation by Rudolph A. Renfer (1959), was an institutional study covering the history of the school up to late 1950s but with little interest in its social origins. Renfer concentrated on the history of Dallas Theological Seminary. The second dissertation, by John D. Hannah (1988), focused on the field of fundamentalist studies and explored the institution’s theological and religious history as well as social and intellectual thought.

In May 1924, Chafer organized the school. The State of Texas subsequently approved the incorporation of the seminary under the name “Evangelical Theological College” (www.dts.edu).

The name was changed to Dallas Theological Seminary in July 1936. The seminary soon carved out a special identity for itself due to its four-year Master of Theology (Th.M.) degree. This particular program is a year longer than the traditional three-year Master of Divinity (M.Div.) offered at most seminaries.

Commenting on the Th.M. degree, Renfer (1959) wrote, “The change was not only internally significant for the seminary itself, but it also resulted in a program unique in American Protestant seminary education” (p. 207). The Th.M. includes all the essential theological courses offered in a three-year curriculum with additional emphases in systematic theology, Hebrew and Old Testament exegesis, Greek and New Testament exegesis, and Bible exposition.

In 1974, the Seminary instituted the two-year M.A. (Biblical Studies) program for students whose ministries would not require the in-depth language training of the Th.M. program. In 1980, the Doctor of Ministry degree program was implemented to further prepare Seminary graduates for the changing demands of the ministry. In 1982, the Seminary began the M.A. program in Christian Education so students could receive specialized training for Christian education ministries. In 1987, the M.A. program in Cross-cultural Ministries was inaugurated to provide specialized missions training. In 1993, the Seminary launched a three-year M.A. in Biblical Counseling and a two-year M.A. in Biblical Exegesis and Linguistics. The latter program is offered jointly with the Summer Institute of Linguistics in southwest Dallas (www.dts.edu).

Doctor Of Ministry Program At Dallas Theological Seminary

As early as 1942, the Association of Theological Schools in America and Canada legitimized professional doctoral degrees offered on a continuing education basis (extra-mural) for pastors still involved in full-time ministry (Duffett, 1986). By the 1960s, an initiative for the professional doctorate came

from a few individual member schools (Duffett, 1986). In 1970, “after more than 30 years the Association approved a professional doctoral degree and adopted provisional guidelines for its implementation” (Duffett, 1986, p. 183). The first standards for accrediting such programs were approved 2 years later (Carroll & Wheeler, 1987).

In 1978, Donald K. Campbell, the Academic Dean at Dallas Theological Seminary, authorized a small committee of faculty members to conduct extensive research into existing Doctor of Ministry programs (DTS D.Min. Handbook, 1999). The committee consisted of Thomas L. Constable, John D. Hannah, Stanley D. Toussaint, Walter L. Baker, John W. Reed and Roy B. Zuck. A written presentation of the findings of this study was made to the Seminary faculty in its workshop in August 1979, and the faculty voted to begin offering a Doctor of Ministry program. It was believed that the “Seminary could offer a unique program among other Doctor of Ministry programs by providing a distinct balance between the biblical, theological, and historical disciplines on the one hand, and the communication, administration, and nurturing professions on the other” (DTS D.Min. Handbook, 1999-2000). The Dallas Theological Seminary Board voted in October 1979 to offer the Doctor of Ministry degree, and the first courses were listed in the spring of 1980 (DTS Catalog, 2000-2001).

The figure below shows the number of D.Min. graduates of Dallas Theological Seminary during the past several years.

Figure 1.

Number of D.Min. Graduates at DTS From Year 1984 to Year 2000.

Year of D.Min. Graduation	Number of D.Min. Graduates
1984	8
1985	6
1986	8
1987	5
1988	6
1989	4
1990	7
1991	6
1992	9
1993	11
1994	13
1995	14
1996	17
1997	11
1998	10
1999	16
2000	14
TOTAL	165

Source: Student Information Services of Dallas Theological Seminary.

According to the 1999-2000 D.Min. handbook of Dallas Theological Seminary, the program leading to the Doctor of Ministry degree purports to equip those actively involved in vocational ministry with the highest levels of competency in the practice of ministry. The D.Min. program concentrates on developing expertise in the Biblical rationale, sociological strategy, and practical implementation of ministry.

The Doctor of Ministry degree is the highest professional degree for those engaged in local church ministries, world missions, and similar ministries. The Ph.D. degree, by comparison, purports primarily to equip students to engage in scholarly research and teaching. The D.Min. program is offered "in ministry" rather than "in residence." It presupposes a minimum of 3 years of experience in ministry. Furthermore, students in the D.Min. program must be in active vocational ministry. Each course assumes this ministry experience and endeavors to integrate learning with the student's present context of ministry and future goals.

The 2 tracks in the D.Min. program at DTS in which students may choose to enroll include: Pastoral Leadership and Christian Education. While students must enroll in one of these 2 tracks, the curriculum is designed with a high degree of flexibility so that the course work may be tailored to the students' goals. The 1999-2000 D.Min. handbook of DTS (p. 2-3) identifies the following goals for its degree:

Educational Goals

To enable students to:

1. Evaluate personal, spiritual, and professional development;
2. Chart a course for lifelong learning and improvement;
3. Assess and construct ministries from a biblical theology applied in a variety of contemporary contexts;
4. Conduct applied research of professional, doctoral-level breadth and depth within their chosen field of study; and
5. Articulate and defend evangelical theology in the practice of ministry.

Spiritual Goal

To enable students to manifest a maturing and Spirit-filled character.

Ministry Goals

To enable students to:

1. Enhance identified ministerial skills such as preaching, counseling, leadership, administration, vision-casting, educational programming, and communication;
2. Communicate God's Word (the Bible) effectively through preaching, teaching, writing, or other media;
3. Lead and manage a church or ministry organization competently;
4. Work successfully and ethically with people in a variety of ministry situations;

5. Provide the framework for developing a Biblical ministry for a world of cultural and ethnic diversity; and
6. Demonstrate excellence in character and in a ministry that receives acceptance from those with and to whom they minister (pp. 2-3).

Statement of the Problem

How do alumni of the Doctor of Ministry Programs at Dallas Theological Seminary perceive the programs?

Purposes of the Study

The purposes of the study were to:

1. Determine the extent to which D.Min. alumni perceive that the expressed objectives and goals of Doctor of Ministry programs at Dallas Theological Seminary are being met;

2. Determine the alumni-perceived strengths of Doctor of Ministry programs at Dallas Theological Seminary;

3. Determine the alumni-perceived weaknesses of Doctor of Ministry programs at Dallas Theological Seminary;

4. Compare the findings of this case study assessment with a 1987 national study of Doctor of Ministry Programs; and

5. Make recommendations for the improvement of D. Min programs at Dallas Theological Seminary.

Significance of the Study

Dallas Theological Seminary is accredited by the Association of Theological Schools in the United States and Canada (ATS) and by the Southern Association of Colleges and Schools (SACS). The regional accrediting agencies, SACS, describes accreditation as concerned principally with improving educational quality and ensuring the public that institutions meet established regional standards. Accreditation of an institution, for example, by the Commission on Colleges of SACS signifies that the institution has a purpose appropriate to higher education and has resources, programs and service sufficient to accomplish its purpose on a continuing basis.

The criteria and procedures for accreditation have been developed by ATS and SACS and are utilized in evaluating an institution's educational effectiveness, which is defined in the broadest sense to include not only instruction, but also effectiveness in research and public service where these are significant components of an institution's purpose (Frisina, 1999).

The concept of institutional effectiveness, according to SACS, is at the heart of the philosophy of accreditation. Institutional effectiveness means each member institution is engaged in an ongoing quest for quality and can demonstrate how well it fulfills its stated purpose. Accreditation agencies expect institutions to focus their resources and energies on the education of students consistent with institutional purposes. Effectiveness in all educational programs, delivery systems, and support structures is assumed as the primary goal of every

institution. It is measured by “circular consistencies, pedagogical competence, student accomplishment, intellectual inquisitiveness, personal and professional development, ethical consciousness, academic freedom, faculty support, and an environment conducive to learning” (Frisina, 1999, p. 53). SACS, for instance, defines institutional effectiveness as:

> The effective institution:- … prepares its students to function in an increasingly diverse, complex and global society by imparting to them not only a mastery of a body of knowledge and technical skills but also by providing opportunities for them to develop enhanced communications skills and the ability to reason critically. (Frisina, 1999, p.12)

Weiss (1972) also says, “the purpose of evaluation research is to measure the effects of a program against the goals it set out to accomplish as a means of contributing to subsequent decision making about the program and improving future programming” (p. 4).

Besides fulfilling the assessment requirements of accrediting agencies, a case study assessment of the Doctor of Ministry programs at Dallas Theological Seminary was important for several reasons. First, it identified factors that make the programs unique and may aid in the marketing and promotion of doctoral studies for professional settings. Second, case studies of specific programs at specific institutions may allow those institutions the opportunity to refine their procedures, services, and coursework to better meet the academic needs of current and future students. Third, other institutions with similar programs now

have the capability to improve their Doctor of Ministry programs by comparing and contrasting them to the findings at Dallas Theological Seminary. Fourth, this case study assessment at Dallas Theological Seminary partially fills the literary void in Doctor of Ministry program research.

Research Questions

To achieve the purposes of the study, the following research questions were addressed:

1. To what extent do DTS alumni perceive that the codified objectives and goals of the Doctor of Ministry programs at Dallas Theological Seminary are being met?

2. What are the alumni-perceived strengths of the Doctor of Ministry programs at Dallas Theological Seminary?

3. What are the alumni-perceived weaknesses of the Doctor of Ministry programs at Dallas Theological Seminary?

4. What comparison of the findings of this case study assessment can be made with “A Study of Doctor of Ministry Programs” (a 1987 study of Doctor of Ministry Programs by Auburn Theological Seminary and Hartford Seminary)?

5. What recommendations can be made for eliminating the weaknesses and increasing the strengths of the Doctor of Ministry programs at Dallas Theological Seminary?

Basic Assumptions

The case study assessment of Doctor of Ministry programs at Dallas Theological Seminary was based on the following assumptions:

1. Participants responded honestly and accurately when completing the survey instrument.

2. Alumni-perceived strengths and weaknesses of Doctor of Ministry programs at Dallas Theological Seminary can be reliably assessed.

Limitations

The following limitations may have had an impact on the accuracy, validity, or generalizability of the findings of study:

1. The study was subject to all the limitations inherent in survey research using a mailed questionnaire, such as, response-rate, non-response bias, halo-effect (tendency of respondents to answer the questionnaire the way they think the surveyor wants them to), honesty, etc.

2. Some of the item responses by earlier graduates may be dated and may lack relevance, because changes in the programs over the years may have influenced responses.

Delimitations

1. The sample in this study was limited to the Doctor of Ministry graduates from Dallas Theological Seminary.

2. Dallas Theological Seminary's Doctor of Ministry programs were not randomly selected from the universe of Doctor of Ministry program granting institutions of theological education.

Definition of Terms

The key concepts of the proposed study were defined and used as follows:

Accreditation. The status granted by Association of Theological Schools in America and Canada to learning institutions after all required elements of the accreditation process have been completed, implemented, and validated through on-site evaluation and review.

Alumni. Those individuals who have completed their course work as per the requirements of the degree and have successfully earned the D.Min. degree from Dallas Theological Seminary.

Assessment. "Gathering of information (measurement) and the utilization of that information for institutional and individual improvement (evaluation)" (Astin, 1991)

Continuing Education. "A process whereby persons who no longer attend school on a regular full-time basis . . . undertake sequential and organized activities with the conscious intention of bringing about changes in information, knowledge, understanding, or skill, appreciation and attitudes; or for the purpose of identifying or solving personal or community problems" (Liveright & Haygood, 1969, p. 8).

Doctor of Ministry. A predetermined program of course work for those actively involved in vocational Christian ministry in a given area beyond that required for a Master's degree in theology which often includes a research or major writing project.

Doctoral Program. A predetermined program of coursework in a given area beyond that required for a Master's degree that often includes a dissertation or major writing project.

Environment. The variables that define the educational context of students during their studies, such as classroom activities, extracurricular activities, support systems, jobs they hold, distracters, curriculum, reaction, etc.

Input. What students and institutions bring with them to learning experiences and environments, such as, demographics, biases, preconceptions, theological convictions, plans and aspirations, academic strengths and weaknesses, faculty, libraries, etc.

Ministry. An office that a person performs in relation to some community of faith or institution of a church involving appointment, ordination, or commissioning by an authorized group of a religious community. The work of the ministry includes functions such as a leader of worship, preaching, teaching, and/or counselor.

Output. The variables that define the educational progress of students and experiences after their period of studies, such as retention, learning, perception

of educational experience, jobs after graduation, perceptions about their educational experience, etc.

Professional Continuing Education. Continuing education that is not just for updating information or gaining additional skills, but an actual pursuit of a graduate degree or diploma.

Program Strengths. A degree program that continues to achieve its purposes by fulfilling the objectives of the degree and by drawing consistent number of students, faculty, funding, and interests of various stakeholders.

Program Weaknesses. A degree program that fails to achieve its purpose by not fulfilling the objectives of the degree and by failing to draw consistent number of students, faculty, funding, and interests of various stakeholders.

The Association of Theological Schools in the United States and Canada (ATS). The chief professional and accrediting association for theological education in America and Canada.

Theological Seminary. A post-graduate institution of Christian higher education whose primary goal is the education of prospective priests, pastors, or rabbis for the ordained ministry of the church or synagogue.

Theoretical and Philosophical Framework

Educational evaluation as a formal professional specialization is approximately 35 years old, having come into existence chiefly by the enactment of the Elementary and Secondary Act of 1965. A widespread conviction maintains that assessment should begin with an inventory of the stated

objectives of the educational system to be evaluated. Evaluators are not necessarily expected to question the origin of the stated objectives or to assess their value. Cooley & Lohnes (1976) contend that “evaluative inquiry requires a theory of evaluation,” i.e., any attempt to arrive at information useful to others in considering the value of educational programs requires some framework in which to consider the valuing process (p.9). Cooley and Lohnes believe that an extraordinarily convincing framework is provided by the theory of evaluation proposed by John Dewey, in his entry in the International Encyclopedia of Unified Science. This section of the encyclopedia describes Dewey’s notions about values and valuation and shows their relevance to evaluation (Dewey, 1939).

Michael Scriven labeled 2 different roles served by educational evaluation. In his classic essay, “The Methodology of Evaluation,” Scriven (1967) distinguished between “formative” and “summative” roles of educational evaluation. Educational evaluators quickly and readily adopted Scriven’s distinction (Popham, 1993). According to Scriven, “formative evaluation” refers to appraisal of quality focused on instructional programs that are still capable of being modified and “summative evaluation” refers to appraisals of quality focused on completed instructional programs. Popham suggests, “during the first decade of serious educational evaluation in the United States, say 1967–1977, there were more devotees of summative than formative evaluation” (p. 14). Popham also argues that the majority of summative-oriented educational evaluations conducted in the past 2 decades have proven to be far less influential than their

architects had hoped. The quest for a decisive yes/no or go/no-go decisions based on summative evaluations has usually been a frustrating endeavor. “Rarely has an ongoing program truly been expunged on the basis of a summative evaluation’s findings” (Popham 1993, p. 15). Weiss (1988) expresses similar sentiments when he comments that “after all the *sturm und drang* of running an evaluation, and analyzing and reporting its results, we do not see much notice taken of it” (p. 7).

Many have contributed significantly to the field of educational evaluation. The theoretical and philosophical bases of this study were Astin’s (1991) conceptual model for assessment. For the past several decades, Astin has utilized what he calls the “Input-Environment-Outcome (I-E-O)” model as a conceptual guide for assessment activities in higher education. “The I-E-O model is very simple, yet it provides a powerful framework for the design of assessment activities and for dealing with even the most complex and sophisticated issues in assessment and evaluation” (Astin 1991, p. 16). Placing the I-E-O model in a more familiar terminological context, Astin also refers to the outcome variables as dependent variables, criterion variables, posttests, outputs, consequents, ends, or endogenous variables. Astin defines both the environmental and input variables as types of independent variables, antecedent variables, or exogenous variables. Astin’s “Input” may also be called control variables or pretest and “Environment” variables could be referred to as treatments, means, or educational experiences, practices, programs, or interventions.

Figure 2 is a graphic representation of Astin's I-E-O assessment model. The 3 arrows in Figure 2 (A, B, and C) depict the relationship among the 3 classes of variables.

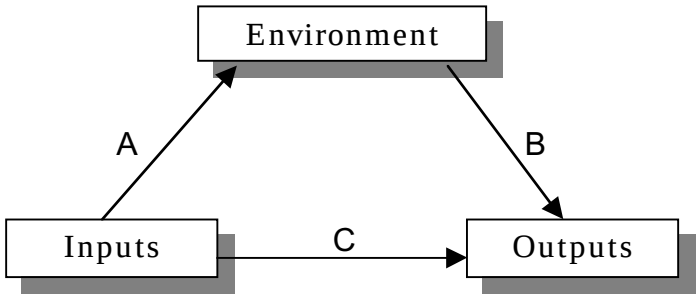

Figure 2: The I-E-O Assessment Model of Alexander W. Astin

Assessment in education is basically concerned with relationship B--effects of environmental variable on outcome variables. Astin argues, however, that the history of research on Ph.D. productivity has shown that the relationship between environments and student outcomes cannot be understood without also considering student inputs, which can be related to both outputs (arrow C) and environments (arrow A). Putting it differently for better understanding; firstly, that differences among students tend to show some consistency (i.e. correlation) over time (arrow C), and secondly, that different types of students often choose different types of educational environments (arrow B). The fact that inputs are thus related to both outputs and environments means that inputs can, in turn, affect the observed relationship between environment and outputs. Astin

proposes that the basic purpose of the I-E-O model is to allow one “to correct or adjust for such input differences in order to get a less biased estimate of the comparative effects of different environments on outputs” (p. 19). Astin chose education, particularly higher education, as the focal point of discussion and application of his I-E-O model. However, according to him,

> The model seems applicable to almost any social or behavioral science field—history, anthropology, economics, sociology, psychology, or political science—as long as the interest is in studying the development (input to output) of human beings or groups of human beings and in understanding more about factors (environments) that have influenced (or might influence) that development. Although most of the illustrations and applications of the model used in this book are *quantitative* (that is, they involve quantifiable measurement of inputs, environments, and outcomes and statistical analyses of the data), the logic underlying the model would seem to apply equally to *qualitative* problems (p. 21).

The I-E-O assessment model of Astin (1991) is not exempt from its limitations. Astin was the first to admit that there is “nothing magical or even necessarily real in the I-E-O Model” (Astin, 1991, p. 20). The I-E-O model, according to Astin , “represents a convenient way of looking at phenomena that interest a researcher” (p. 20). It is merely a tool for trying to understand why things are the way they are and for learning what might be done to make things different if one feels the need to change them. Astin also points out that nothing

in human experience(s) is intrinsically an input, an environment, or an output. How researchers assign these labels depends entirely on what aspects of experience they choose to study and how they formulate the questions they hope to answer. Another limitation of the I-E-O model is that it was developed primarily for use in what Astin called “natural” experiments. The principle limitation of natural experiments is that the students are not randomly assigned to the various educational interventions. Statisticians consider this as a serious limitation of natural experiments. Astin also cautions researchers about using the I-E-O model when one or 2 of the 3 components are missing.

Summary and Organization of the Study

Chapter I provides an overview of Dallas Theological Seminary and its Doctor of Ministry programs. The statement of the problem and the purposes of the study have been presented. The significance of the study has been discussed along with the research questions that guided the study. This chapter also includes assumptions, delimitations, and limitations. In addition, key terms and concepts have been defined.

Chapter II contains the discussion of the literature related to this study with the following six major parts: (1) Assessment and Evaluation in Higher Education, (2) Assessment and Evaluation in Christian Higher Education, (3) Professional Continuing Education, (4) History and Development of Doctor of Ministry Programs, (5) Assessment and Evaluation of Doctor of Ministry Programs, and (6) Alumni-Perceived Assessments of Programs.

Chapter III discusses and describes the methodology of the study. The research design and research questions are presented. The selection of the population and the sample are also discussed. The instrument for data collection is described along with the procedures for the collection and analysis of the data.

Chapter IV reports the data and the results of the statistical analysis conducted according to the five research questions specified in Chapter 1. This chapter is outlined according to the I-E-O assessment model of Astin. The results are presented under five main sections: (1) the questionnaire; (2) "Input" the students came with (3) "Environment" of students' D.Min. programs; (4) the "Output" or outcome of program; and (5) Comparison with a national D.Min. study.

Chapter V includes a summary of findings and discussion of major findings. It also includes conclusions and recommendations for future research and practice.

CHAPTER II

REVIEW OF THE LITERATURE

The discussion of the literature related to this study includes seven major parts: (1) Assessment and Evaluation in Higher Education, (2) Assessment and Evaluation in Christian Higher Education, (3) Professional Continuing Education, (4) History and Development of the Doctor of Ministry Programs, (5) Assessment and Evaluation of the Doctor of Ministry Programs, and (6) Alumni-Perceived Assessments of Programs.

Assessment and Evaluation in Higher Education

Program assessment and evaluation have been placed squarely on the contemporary agenda in American higher education primarily to enhance program quality. This is partly the fallout of the impact of a spate of books published in the late eighties and early nineties that were critical of higher education. These books include Bloom's (1987) The Closing of the American Mind: How Higher Education has Failed Democracy and Impoverished the Souls of Today's Students, Sykes' (1988) Profscam: Professors and the Demise of Higher Education, Smith's (1990) Killing the Spirit: Higher Education in America, D'Souza's (1991) Illiberal Education: The Politics of Race and Sex on Campus, Douglas' (1992) Education Without Impact: How Our Universities Fail the Young,

and Anderson's (1992) Imposters in the Temple: American Intellectuals are Destroying Our Universities and Cheating Our Students of their Future.

Other compelling explanations account for the increased interest in program assessment and evaluation. Growing public skepticism posits that American colleges and universities are not preparing individuals adequately for the demanding challenges facing the current and future workplace (Haworth & Conrad, 1997). In addition, declining financial support for higher education is forcing many institutions to critically examine their programs to decide which ones merit continued funding (Popham, 1993). All this re-evaluation has resulted in a major movement within higher education to assess program quality, as can be evidenced by a deluge of national reports, college and university rankings, strategies for continuous quality improvement, and institutional initiatives targeted at strengthening undergraduate and graduate education in America (Haworth & Conrad, 1997). Evenbeck and Susan Kahn (2001) share similar concerns:

> Higher Education in the United States is a $225 billion enterprise: 15 million students, more than 3,800 institutions, over one million faculty and staff providing instruction and services. It is also an enterprise with an expanded array of stakeholders—students, faculty, parents, employers, public officials, and community leaders, as well as a general public that has come to see higher education as both a commodity and a public good (p. 28).

All these stakeholders want reliable information about the condition and effectiveness of the enterprise. Students and parents are concerned if their money is buying the best, employers want to know if today's colleges and universities are preparing students for tomorrow's jobs, and government officials seek assurance that institutions of higher education are pursuing missions and achieving results consonant with their public purposes.

Assessment and evaluation have advanced from individual classrooms to university, state, national, and international levels. Measuring Up 2000: The State-by-State Report Card for Higher Education, issued in November 2000, grades all 50 states on how well they prepare their citizens to participate in accessible and affordable systems of higher education that meet their educational needs and prepare them to contribute to the larger society (Callan, Doyle & Finney, 2001). Callan, Doyle & Finney claim that their "project for the National Center for Public Policy and Higher Education, Measuring Up 2000, consists of grades for each state, supporting data, methodological information, interpretive essays, and contextual information, all of which (and more) are available from the National Center and its Web site" (p. 12).

Astin (1991) claimed that most measures of institutional quality —resources, reputation, curricular content, student graduation rates, and post-college economic success—are badly flawed because they say little about student learning. Wheeler (1985) points out, "probably more evaluations in seminaries (and elsewhere) founder because the design of the study is poorly

matched to the audience, and sometimes to the subject matter as well, than for any other reason" (p. 97). A review of the literature suggests that not every aspect of an educational experience is quantifiable and not every aspect of an educational experience can be fully assessed. Beyond these agreements, there is little consensus about what "assessing the effectiveness of the educational process" really means in higher education. Some may argue that every aspect of educational experience must be measured in order to achieve a balanced plan for the future development of higher education and to provide rational justifications for its support. A review of the literature reveals that some critics believe every attempt to measure the outcome of the educational process will lead to a *reductio ad absurdum* where everything ends up quantifiable, and the result will be a mere parody of the intellectual principles on which higher education rests (Myers & Miller-McLemore, 1990).

Astin (1991) points out that the term "assessment" can refer to two rather different activities: (1) the mere gathering of information (measurement) and (2) the utilization of that information for institutional and individual improvement (evaluation). Popham (1993) says "systematic educational evaluation consists of a formal appraisal of the quality of educational phenomena" (p.7). Astin argues that "an institution's assessment practices are a reflection of its values and that assessment practices should further the basic aims and purposes of our higher education institutions" (p.3).

The total quality management and higher education assessment movements have reminded us that enhancing the quality of programs, goods, and services in higher education is fundamentally a human activity (AAHE 1992). Haworth & Conrad (1997) suggest, “Faculty and administrators who take this guiding principle to heart make it a priority to listen to and dialogue with students, alumni, and employers”(p. 169). Brown, Race, & Smith (1996) strongly suggest that institution-wide strategies should be developed for assessment because “the process provides opportunities for at least some of the staff in an institution to consider deeply the issues involved in assessment” (p. 4).

Even if nothing else is at stake, and even if no "outsiders" are looking in on the process, a program review offers an excellent opportunity for the program's members to assess present strengths and weaknesses and to develop concrete strategies for enhancing strengths and overcoming weaknesses. However, usually more is at stake in a formal review, and outsiders are in fact often looking in. Administrators, and often campus wide faculty bodies, want to know the effectiveness of a program so they can decide whether to increase the program’s resources or reduce them. They also want to ascertain whether to actively help the program better realize its aspirations or determine if such aspirations are inappropriate; they need to know whether to support continuance of the program or to reduce, and —in extreme cases—eliminate it (Frisina, 1999).

Evaluation of continuing professional education is dominated by an emphasis on clearly defined objectives. However, as Ottoson (2000) states,

“clear objectives can be written for ill-conceived programs” (p.43). Ottoson goes on to say, “objectives as statements of intended continuing professional education outcomes can become confused with thinking about objectives as value-neutral or objective statements” (p.43). One way to strengthen objective-based evaluation in continuing professional education is to complement it with theory-based evaluation (Ottoson, 2000). If Astin (1991) is correct, effective theory-based evaluations can have practical use in identifying feasible outcomes. Despite the trend toward theory-based evaluation in the program evaluation field, little evidence of similar effort is found in continuing professional education (Ottoson, 2000).

Assessment and Evaluation in Christian Higher Education

In contrast to the long-standing history of assessment in higher education, Christian colleges and universities are in the process of trying to understand what the term “assessment” means for their institutions (Lee & Stronks, 1994). Pressure from accrediting agencies is forcing many Christian institutions to focus on assessment, although few are making attempts to determine the extent to which the stated goals for student learning and development are being met (Lee & Stronks, 1994).

A common perception also exists that religious institutions have not been at the cutting edge of assessment, evaluation, and research. Marsden (1997) says, “one of the peculiarities of the Protestant contribution to the marginalization of religion in modern intellectual life has been that in the United States there are

no Protestant research universities that approach anything like the first rank" (p. 102). Noll (1994) has made similar observation when he says, "Evangelicals sponsor dozens of theological seminaries, scores of colleges, hundreds of radio stations, and thousands of unbelievably diverse para-church agencies — but not a single research university or a single periodical devoted to in-depth interaction with modern culture" (p. 3).

It appears that both graduate students and professionals, in general, at Christian colleges and universities avoid research out of fear or disinterest in the process. "Fears that arise not only because contemporary evaluation usually makes use of the social science techniques many of us poorly understand, but also because human beings find it difficult to face the judgment of adequacy or worth that evaluations invariably produce" (Wheeler, 1985 p. 93). This seems to stem from a lack of personal confidence and/or support and inadequate training. Obviously, people do not appear to be motivated to see the excitement of intellectual exploration and do not investigate topics that are often simple, but important, to our understanding of the world. A major reason for little research is the lack of funding, especially for smaller projects or extensive longitudinal studies. Evangelicals spend enormous sums on higher education, but the diffusion of resources among hundreds of colleges and seminaries means that almost none can afford a research faculty, theological or otherwise (Noll, 1994). The problem, says Noll (1994), is compounded by the syndrome of the reinvented wheel:

> Popular authority figures like Bill Bright, Oral Roberts, Jerry Falwell, and Pat Robertson all assume that no previously existing educational enterprise is capable of meeting the demands of the hour. Despite the absence of formal educational credentials, each man presumes to establish a Christian university. Small wonder that evangelical thinking so often appears naïve, inept, or tendentious (Noll, p. 17).

Wheeler (1985) puts it in even stronger terms when she says, “theological education has never embraced the evaluation movement” (p. 94). The two assessment instruments that have been devised for theological research (the Theological School Inventory and the Readiness for Ministry Battery), have not gained acceptance by the majority of seminaries (Wheeler, 1985). The only form of program evaluation employed by most theological institutions has been externally imposed evaluations for accreditation reviews. In fact, throughout the history of accreditation in seminaries, accreditation studies have consisted of inventories of the physical and human resources required for adequate educational programs (Wheeler, 1985). Thus, many program evaluation theorists (Astin, 1991; Popham, 1993; Haworth & Conrad, 1997) argue that such studies are preliminary to genuine evaluation, since they stress the conditions rather than the actual effects of program efforts.

The reasons that seminaries have shied away from the use of evaluation are matters of speculation. The combination of mounting demands for program studies and the lack of experience of most seminaries in implementing

evaluations may lead to unsatisfactory experiences and results. Anecdotes abound of “evaluations that were poorly-timed, irresponsibly conducted, biased, technical to the point of impenetrability, or simply ignored after completion, whatever their strengths and demerits” (Wheeler, 1985, p. 95). Wheeler (1985) suggests a few reasons why theological institutions have not become accustomed to program evaluation as a regular part of academic life:

> The fact that most seminary faculty members are trained in the methods of philosophy and history may explain their suspicion of the social sciences-based measurement techniques that have dominated the field of evaluation. Faculty members trained in the humanities in other kinds of institutions have shown a similar aversion to quantitative evaluation. Elsewhere in higher education, evaluation has been hard to avoid, because its major promoters—federal and state government agencies—have provided so much financial support. However, seminaries are ineligible for most form of government funding and, therefore, exempt from required program evaluation (p. 94).

Nevertheless, “the fact that it is often difficult to evaluate educational programs and determine precisely their long-term effects on students does not mean that attempts at evaluation should simply be abandoned” (Knapper & Cropley, 2000, p. 151). On the contrary, it is essential to monitor educational developments on a continuing basis. Knapper & Cropley (2000) suggest that such evaluation needs to be of a formative nature, whereby the system,

institution or innovation can be assessed on an ongoing basis with a view to revealing those aspects that appear to be successful in promoting lifelong learning, as well as factors that mitigate against it. In fact, “the approach to assessment needs to be broadened to emphasize not simply a retrospective and summative judgment on whether the program ‘worked’ or was ‘better’ than the traditional program, but also to provide information rich enough to improve the program” (Knapper & Cropley, 2000, p. 152).

Christian higher education needs assessment and evaluation more than ever. Wheeler (1985) strongly argues that “program evaluation is not only a necessity created by internal conditions of financial stringency and the insistence of outside funders, but also a desirable means of creating an awareness of the issues that lurk, unrecognized or unarticulated, in every complex education program” (p. 95). Banks (1999) posits his similar concerns:

> Overall, the number of full-time students is declining, partly because of demographic patterns, and partly because of changing student profiles and work patterns, and partly because of the growing number of alternative programs available. . . . Though extension centers and distance-learning programs are increasing in numbers, in many places declining enrollments and lower finances are forcing the closure or merger of some older denominational schools (p. 5).

Well-designed program evaluations will guard the curriculum against political manipulation by assembling data and making them available for public

scrutiny. Assessments and evaluations also give the stakeholders a better chance of making themselves aware of the actual effects of the program. Program evaluations, if conducted with integrity, can contribute substantially, not only to management, but also to the mission that gives seminaries their reason for being (Wheeler, 1985).

Professional Continuing Education

Large amounts of resources, both financial and human, are used to support the three to six years of a professional's initial education. Until recently, however, little systematic thought was given to what happens for the following forty years of professional practice (Cervero, 2000). Many leaders in the professions believed that these years of pre-service professional education, along with some refreshers, were sufficient for a lifetime of work. However, with rapid social changes (Marsden, 1994; Noll, 1998; Burtchaell, 1998), the explosion of research-based knowledge and technological innovations, many of these leaders now understand the need to prepare people through continuing education for thirty or forty years of professional practice (Cervero, 2000).

Houle (1980) describes professionals as "deeply versed in advanced and subtle bodies of knowledge, which they apply with dedication in solving complex practical problems" (p.1). Houle (1980) maintains that professionals learn through "study apprenticeship, and experience, both by expanding their comprehension of formal disciplines and by finding new ways to use them to achieve specific ends, constantly moving forward and backward from theory to practice so that

each enriches the other" (p. 1). Following this broad explanation of how professionals learn in practice, Houle delineated a basic model of the process of professional learning, a process beginning with general education that includes some content specialization, pre-service education, certification of competence (after which one is usually inducted into the professional fold), and finally, continued education. Houle (1980) also suggests that continuing professional education at any level consists of three modes of learning that frequently overlap: instruction, inquiry, and performance. In the "instruction" mode, the learner is typically passive and the learning consists of the dissemination of predetermined knowledge and skills. Learning in the "inquiry" mode tends to be exploratory and cooperative, resulting in a synthesis or creation of new techniques or concepts. Finally, learning by "performance" is more active and involves practice in the actual work setting (Houle, 1980).

One of the debated issues in recent years has been the classification of the Doctor of Ministry Degree. Is it part of the endeavor of continued education, is it some form of distance education, is it part of the research doctorates offered in other fields, or is it professional continued education?

The accrediting agency, Association of Theological Schools in the United States and Canada, defines the Doctor of Ministry degree as "Advanced Ministerial Leadership" in their Degree Program Standards manual. They distinguish the D.Min. classification from Doctor of Theology and Doctor of Philosophy, which are defined as "Advanced Theological Research." In fact, ATS

also classifies Master of Theology and Master of Sacred Theology as degrees of "Advanced Theological Research." However, the D.Min faculty (M. S. Lawson, personal communication, November 30, 2000; J. W. Reed, personal communication, September 19, 2000) at Dallas Theological Seminary prefers that their Doctor of Ministry program be classified as "Advanced Ministerial Research" degree.

Although continuing professional education is a recognized area of educational practice, its conceptual basis is a product of several other fields of study. The emerging view of educational practice applies the concepts, theories, and research from several frames of reference to the practice of continued professional education (Cervero, 2000). Continuing education as a profession has been defined in many ways in the literature. The idealized model forming the basis for such definitions has often been medicine or law. Accordingly, most professions are seen to share one or more of the following characteristics: they satisfy a social need, require a period of intensive training, possess a body of specialized knowledge, share group norms, and are accountable to the public (Plecas & Sork, 1986). From among these attributes, two are important in the present context—the emphasis on training or preparation and the notion of a specialized body of knowledge underpinning that training and preparation. Most denominations and judicatories are increasingly seeking not only the funding of continuing education centers for clergy, and sometimes for laity as well, but are

also demanding an annual accounting of participation in learning events (Borreson, 1987).

Lewis (1981) states, “the D.Min. appears to be the best means yet devised through which a pastor can learn and grow professionally” (p. 138). Borreson (1987) says, “The introduction of the Doctor of Ministry program into clergy education has had the advantage of directing pastors who have chosen it to become more intentional in their learning and ministry” (p. 60). Lewis questioned whether Doctor of Ministry programs are the only framework in which clergies’ motivation for growth can be expressed due to his concerns that the D.Min. may compromise the integrity of doctoral programs. Nevertheless, Lewis (1981) believes that D.Min. programs seem to offer three essential answers to pastors’ pursuits of growth and continuing education.

> First, a D.Min. provides a structured process for growth and increase in effectiveness, which cannot easily be achieved by individuals alone. Even bright, capable and energetic pastors admit that they need help in order to continue growing. Second, in a subtle but significant way pastors need to be given permission by themselves, their families and their churches to enter into growth process. There is a subtle but empowering distinction between saying, ‘I’m going to XYZ seminary just to take a continuing education course,’ and saying, ‘I must go to the seminary because it’s an essential part of my degree program.’ Third, a D.Min. program provides a tangible reward at the end of the quest. Like it or not, human beings are

> goal-oriented, and their satisfaction increases significantly when they attain a specific goal, when achievement is recognized and some visible evidence is provided to testify to this achievement (p.138).

According to Plecas and Sork (1986, pp. 58-59), “The primary phenomenon under study would be organized learning, with the goal of the discipline being to develop a body of disciplined knowledge relating to how learning can be best facilitated. …It follows that adult education would be considered a socio-psychological process, neither subject- or student-centered, but interaction centered.” Building upon this core of disciplined knowledge would lead eventually to the recognition of continued education as a university discipline through a process that would also include other conditions important to this end—the existence of broad, persuasive theories and a cadre of researchers collectively investigating the same set of theoretical problems. According to Plecas and Sork, the way in which adults are encouraged to learn and are aided in that learning is the single most significant ingredient of adult education as a profession. Knox (2000) believes that the continuum of professional education can be strengthened by attention to relations among providers, as well as by research and evaluation. Such efforts can be enhanced by the “appreciation of comprehensive and integrated perspective on this continuum, use of insights from relevant literature, recognition of potential benefits, and application of guidelines regarding coordination, responsiveness, application, and stakeholder support (Knox, 2000, p. 20).

In 1969, the Academy of Parish Clergy was formed as an interfaith association by and for clergy in order to encourage professional development. Recognizing the need for their profession to promote high standards and to encourage excellence in ministry through continuing education, pastors in the academy have outlined “Standards of Competence,” required of each other as accounting of learning, and encouraged the formation of colleague groups for mutual growth and accountability (www.apclergy.org). These standards for personal and professional growth include:

a. Development of an integrated personal and professional identity.
b. Ability to analyze and evaluate a ministerial situation and one's role in it.
c. Mutual clarification of expectations with others.
d. Ability to learn from experience by using tools such as: case study, diary, notes, verbatim reporting, etc.
e. Regular and frequent use of continuing education and careful development opportunities.
f. Utilization of professional help and consultation within the congregation, judicatory, and community institutions.
g. Ability to accept and use criticism for the benefit of the congregation, institutions, individuals and one's self.
h. Willingness and ability to share practice for review with one's peers.
i. Sensitivity to patterns of emotional reaction, both verbal and nonverbal.

j. Capacity to recognize and acknowledge the need for, and to seek appropriate help in, crisis situations in personal and professional life.

k. Ability to maintain reasonable discipline for nurture of physical, emotional and spiritual well-being (www.apclergy.org).

These goals seem to fulfill the objectives of Doctor of Ministry programs and provide professional continuing education, what organizations such as the Academy for Parish Clergy hope to accomplish (Lewis, 1981).

History and Development of Doctor of Ministry (D.Min.) Programs

Nichols (1978) calls the introduction of the D.Min. in the late 1960s a great experiment in theological education. The purpose of the D.Min. is simple: pastors are brought back to campus over a several-year period for a continuing education program that is of sufficient quality and rigor to merit being a doctoral degree (Nichols, 1978). Marty (1977) gives the following account of the birth of D.Min.:

> No Bronze Plaque marks –or will mark– the site, but Swift Hall at the University of Chicago was the birthplace of the Doctor of Ministry Degree ten years ago. The faculty there and then experimented with the new D.Min. nomenclature and program. Both have been widely copied and transformed in the subsequent years (p. 96).

The way the Doctor of Ministry program was originally designed, “it attracted many vigorous and gifted students who very much wanted to move from the church into the world” (Wilcoxen, 1974, p. 8). The D.Min. program

legitimized the efforts of seminaries to offer a professional doctorate primarily concerned with the performance of its graduates. Further, Nichols (1978) posits that historians of theological education may reflect on the 1970s as the decade in which American seminary education moved decisively toward professional ministry as its clear goal. Most of the "institutions see the D.Min. as a continuing education degree, one that attracts ministers who use its studies to supplement the B.D. or Master of Divinity with which they had terminated in-house studies" (Marty, 1977, p. 96). The D.Min. degree differs markedly from the Ph.D. and Th.D., which are concerned with research and teaching—even in those functional and practical fields that emphasize the practice of ministry. However, Obalil (1974) did not denote such a sharp distinction between the D.Min. and Ph.D. degree.

> The D.Min. program was sufficiently conformed to the Ph.D. model to prompt the observation by several faculty members that the distinction between D.Min. and a Ph.D. dissertation is often quite arbitrary. Program and field are decreasingly distinguished by the process involved. The only abiding distinction of the D.Min. program is the vocational intention of its students and the object of their reflection – viz., the actual practice of ministry (p. 9-10).

Until the mid-seventies, the D.Min. was available to students in both "in-sequence" and "in-ministry" ways. In-sequence was merely an additional fourth year of full-time resident study beyond M.Div. In-ministry D.Min. programs were

offered to pastors already in ministry on a continuing basis. The D.Min. program is perhaps most appropriate for those “already engaged in ministry who need to reflect and retool” (Obalil, 1974, p. 10). By the mid 1970s, the in-ministry type D.Min. programs virtually eclipsed the in-sequence type. This trend has continued to the present time. Today, almost all Doctor of Ministry programs are now based upon the philosophy and practice of in-service education. The Doctor of Ministry degree has now become recognized by various accrediting agencies as a professional doctoral degree offered according to continuing education principles. Most D.Min. degree holders also enjoy the same status in non-academic Christian circles as other earned doctoral degree holders.

A review of the literature about pastoral needs in continuing education proposes at least five learning needs that continuing education for ministers should address. These include improving professional skills, renewing professional knowledge, enhancing personal and professional self-understanding and commitment, enabling professional planning, and providing support services for serious personal and vocational crisis. Continuing education seems to be a potentially fruitful way of dealing with the crisis of authority and role confusion. Carroll (1988) says, “the D.Min. degree at its best offers clergy an educational experience not possible in the M.Div. program as it is now conceived” (p. 108).

During the first five years of its existence as a degree, the growth of Doctor of Ministry programs was phenomenal. From the three in-sequence programs that existed prior to the ATS approval of the degree in 1970, the

number of programs increased to the point that over 90 theological schools in the United States and Canada were offering D.Min programs by fall 1975 (Tucker, 1977). Fifty-nine member schools of the Association of Theological Schools offered the degree unilaterally while another 30 schools, including the only Canadian program, offered D.Min. programs as member consortia (Taylor, 1976). The number of theological institutions, as members of the Association of Theological School, offering D.Min. programs has now increased to 114 as of fall 2000 (www.ats.edu).

In the first 5 years of its creation, student enrollment in D.Min. programs increased from 201 to 3,710 (Taylor, 1976). Lewis (1981) recounts his numbers:

> In 1969, there were 325 persons in D.Min. programs; by 1979 the number had grown to 5,327. From seven seminaries offering the D.Min. in 1969, the number expanded to 68 by 1979, with new schools joining the ranks almost weekly. Some seminaries have literally stayed alive by means of their D.Min. programs (p. 137).

The head count enrollment in ATS-accredited institutions offering D.Min for the academic year 1999-2000 was 8,424 (ATS Fact Book 2000). The following 3 figures, re-constructed from data in the ATS Fact Book, put the current enrollment and growing trends in better perspective. According to the national data in ATS Fact Book, there has been a continuous growth in the overall D.Min. programs enrollment .

Figure 3.

Five-Year (1995 To 1999) Head Count Enrollment Comparisons of ATS Accredited Institutions Offering D.Min Programs

Academic Year	Enrollment
Academic Year 1995 – 1996	7,844
Academic Year 1996 – 1997	7,923
Academic Year 1997 – 1998	7,968
Academic Year 1998 – 1999	8,373
Academic Year 1999 – 2000	8,425

Source: ATS Fact Book on Theological Education: For the academic year 1999-2000 (2000, p. 34).

Figure 4.

Head Count of D.Min Enrollments During Academic Year 1999-2000 by Race or Ethnic Group and Gender.

Race/Ethnic Group	Men	Women	Total	Percent
Asian/Pacific Islander	994	53	1047	12.43
Black	532	186	718	8.52
Hispanic	186	47	233	2.77
Native American	11	4	15	0.18
Non-resident Alien	981	119	1100	13.06
White	4149	787	4936	58.58
Race Unknown	314	62	376	4.46
TOTALS	7167	1258	8426	100.00

Source: ATS Fact Book on Theological Education: For the academic year 1999-2000 (2000, p. 40-41).

Figure 5.

Head Count of D.Min Enrollments During the Academic Year 1999-2000 by Age and Gender.

Age Group	Men	Women	Total	Percent
Under 22 Years	12	0	12	0.14
22 to 24 Years	1	1	2	0.02
25 to 29 Years	64	5	69	0.82
30 to 34 Years	424	51	475	5.64
35 to 39 Years	1158	123	1281	15.20
40 to 49 Years	3138	471	3609	42.84
50 to 64 Years	1475	495	1970	23.38
65 and over	89	32	121	1.44
Unknown	806	80	886	10.52
TOTALS	7167	1258	8425	

Source: ATS Fact Book on Theological Education: For the academic year 1999-2000 (1999, p. 42-43).

There are some quick explanations for the popularity of the in-ministry D.Min. programs. Certainly, the initial success of the degree was partly due to the broader continuing education movement that gained momentum in the early 1970s among the professions in general (Tucker, 1977). The success of the D.Min. degree also reflects the importance Americans attach to credentials.

Some cynics (Wells, 1992; Borreson, 1987; Lewism 1981) maintain that the D.Min. program has provided a way by which clergy can bolster their status and enhance their careers. In part, the Doctor of Ministry programs are popular because they "provide busy ministers the opportunity to engage in a sustained and intentional process of critical reflection regarding their personal practice of ministry" (Miller-McLemore & Myers, 1989, p. 5). "Some critics grumbled that a ministerial doctorate could only be designed for status-seekers" (Marty, 1977). Carroll (1988) argues that the D.Min.'s popularity is restricted to a particular segment of the clergy, especially in its early years. Myers and Miller-McLemore (1990) say, "the majority of D.Min. students in our schools are American" (p. 23). "The D.Min. appealed primarily to white, male, mostly mainline Protestants in mid-career, whose congregations were slightly better educated than those of non-D.Min. clergy" (Carroll, 1988, p. 106). Taylor (1977) similarly comments:

> The D.Min. thus far is principally a Protestant enterprise, with about three-fourth of the accredited Protestant schools into it already. Only a handful of the accredited Roman Catholic seminaries have adopted the D.Min., the majority of those being involved only in consortium programs interdenominationally sponsored. Few Catholic institutions have begun an individual D.Min. of their own, although several are considering it.

Commenting on the future of D.Min. programs, Marty (1977) said, "the D.Min. is not as likely to be abandoned as it is to be supplemented by a revived approach to an old Chicago idea: using a somewhat differently styled Ph.D.

program as an access to specialized forms of ministry" (p. 96). Praising the D.Min.'s success, Taylor (1977) observes "if D.Min. ever became the first professional degree for ministers, we will have to invent D.Min. II" (p. 111). Taylor was implying that if the D.Min. ever replaced the Th.M. or the M.Div. and became the first professional degree for ministers, there would be a need to create similar degree program, which would be classified as part II of D.Min.

Assessment and Evaluation of Doctor of Ministry Programs

The Doctor of Ministry degree is a young credential. It was in the 1960s when an initiative for the professional doctorate originated from a few individual Association of Theological Schools member schools. These schools were the Divinity School of the University of Chicago, the School of Theology at Claremont, and San Francisco Theological Seminary (Duffett, 1986). These schools had begun offering professional doctorates without the sanction of the ATS, which forced ATS to look into the degree. In 1970, the ATS voted to authorize its member institutions to award the Doctor of Ministry degree and set the standards for accrediting such programs. Duffett (1986) records the reaction of Jerald Brauer after the D.Min. guidelines were approved:

> Jerald Brauer, the originator of the term Doctor of Ministry, said to me that he felt like he won the battle (the Association affirmed the idea of a professional doctorate) but lost the war (there was no upgrading the basic degree to a professional doctorate of the highest quality). Brauer felt that the chief motivation for the professional doctorate was to significantly

> upgrade the quality of theological education that prepared for ministry like the M. D. prepared for medicine or the J. D. for law. By the time the Association approved the idea of the program it had been watered down and turned into a continuing education degree that any seminary in the United States could give if it met very minimum standards (p. 183-184).

An extensive review of literature brought 3 major studies on D.Min. programs to this researcher's notice: William Hugh Tucker's (1977) "Doctor of Ministry: Non-Traditional Models of Advanced In-Service Professional Education," Robert George Duffett's (1986) "The History and Development of Theological Schools: 1957-1985),"and Jackson W. Carroll's (1987) "Study of Doctor of Ministry Programs." Tucker's (1977) study focused on defining types of D.Min programs and used four categories which he labeled "administrative-facilitation," "extended campus," "adult degree," and "individual study." Duffett's (1986) study focused on a few theological schools but contains an excellent chapter on the history of the D.Min degree. Carroll's (1997) study is the only known research that included 77 D.Min. programs then under ATS accreditation and is a landmark in its findings.

Although, the Doctor of Ministry degree has generally been favorably viewed, it has its critics. In his chapter on "The D-min-ization of the Ministry" in No God but God: Breaking with the Idols of Our Age, Wells (1992) has the following comments about ministers who have become, what he labels, "wanderers:"

> The drive that began in the last century to transform the pastoral calling into a profession has created an idol at the very heart of ministry. Insecure ministers who are stripped of importance hope to be elevated through professionalization to the same social standing as other professionals, such as physicians and lawyers. And the Doctor of Ministry degree (D.Min.) is the principle tool that seminaries offer to achieve this parity (pp. 175-176).

Wells' (1992) generalized criticism of the D.Min. programs may not be valid in light of the vast support and appraisal the program has drawn over the years. Wells (1992) also is skeptical about the quality of the D.Min. degree. It is true that the quality of the D.Min. degree, like any other degree, varies by institution, and the quality of some D.Min. programs, as any other program, is questionable. Wells (1992) says, "what in many other professions are simply summer courses or required refresher courses for continued certification have become the royal route that many ministers travel toward a doctorate" (p. 180).

Legitimate concerns have been raised about the educational model of the Doctor of Ministry degree due to its overwhelming success. Lewis (1983) expressed 5 concerns:

1. While few in the church, lay or clergy, deny the need for well-trained and competent clergy, the tendency is to focus on the professionalism of clergy. This focus in turn subtly, but inevitably, leads to the assumption the primary

ministers of the churches are clergy. It undermines the understanding of ministry as the calling of all the people of God.

2. The church at various times in its history emphasized lay education, different and separate from clergy. This has regarded the ministry of laity as secondary; stressing professionalism of the clergy only increases this possibility.

3. Continued education for clergy, particularly degree-oriented programs of extended length, which take clergy away from the parish and which focus on increasing professional competency, tends to alienate or distance pastors from their present ministry settings.

4. The focus of most Doctor of Ministry programs has been on knowledge and skills for clergy and not on the development of congregations. This has stressed professionalism of the clergy and not church life and development.

5. Because D.Min. programs are located in and run by theological seminaries, many of the seminaries' traditional academic norms and assumptions influence the design of the programs: a residential education is better than non-residential; access to a major library is essential to a quality education; writing and research skills are stressed over oral and relationship skills; quality is understood hierarchically; significant in-depth learning for ministry requires the proper backgrounds and preparation by the student. Myers and Miller-McLemore (1990) emphasize similar concerns:

> The far-ranging examples of the discord that exists in ministerial research challenge us to reconsider seriously the core of beliefs which underlie the

> research and evaluation paradigms we have come to accept as legitimate and as our own. Few professors involved in D.Min. programs have experienced a qualitative form of research. Fewer still would have received their Ph.D.s had they articulated a research methodology informed by a co-creative, communal, and transformative belief system (p. 25).

The above concerns raise questions about how to assess effectiveness in education, a perennial question for all education, but one that seminaries have often avoided. First, what criteria should be used in such assessment? Second, is the primary focus of assessment the program itself and its internal quality and consistency, or is it the end product? How does one assess the products? Is it in the effectiveness in ministry of those who were a part of the educational program? How often should effectiveness in ministry be assessed? Myers and Miller-McLemore (1990) argue, “Those involved in the structure and content of Doctor of Ministry programs have yet to address and resolve adequately questions surrounding paradigms for research (p. 16). Carroll (1988) expresses similar concerns:

> The identity of the degree as a professional doctorate is in considerable need of clarification, and its unclear identity may seriously affect its future. We are also concerned that the program has not fulfilled its considerable potential to generate significant research on the practice of ministry. Addressing these issues is critical to the future of the degree (p. 108).

Continued assessment of Doctor of Ministry programs can answer many such questions and keep the degree at the cutting edge of progress. The lack of any assessment of Doctor of Ministry programs gives critics like Wells (1992) a legitimate reason to contend. Although assessment is needed at all institutions, it is even more important at theological institutions where it has been ignored.

Alumni-Perceived Assessments of Programs

As the external pressure mounts on institutions to lead a more self-examined life and to develop more comprehensive approaches to assessing their programs and outcomes, the need to search for valid and reliable indicators of institutional performance has never been greater. In addition to classical measurement considerations, the reliability and utility of the data obtained through assessment processes have been central problems for faculty, administrators, and institutional researchers engaged in this research (Pettit & Litten, 1999). At times, what is easy to assess may not be what is most meaningful in assessing program performance. This creates a need for "assessment approaches that produce evidence that relevant parties will find credible, suggestive, and applicable to decisions to be made" (American Association for Higher Education, 1992, p. 3).

A potential, but generally disregarded, "link between higher education institutions and employers is provided by graduates or, in North American terms, alumni" (Knapper & Cropley, 2000, p. 108). Former students are already called upon to contribute funds by many institutions, and cooperative programs

frequently use alumni contacts to procure appropriate job placements. A further step may be to involve alumni in program evaluation. Alumni surveys have the advantage of ranking high in credibility and utility for both formative, faculty-driven assessment purposes as well as for summative evaluations at the system or state level (Banta, 1993). Knapper & Cropley (2000), consider the relationship between former students and their university, and use the metaphors of "maintenance," "check-up," and "recall," reminiscent of the "relationship between the purchaser of an automobile and its manufacturer" (p, 108).

In a comprehensive assessment effort, many perspectives within an institution are necessary to gain a thorough understanding of a curriculum's effectiveness. Alumni can offer unique insights, because they may provide opinions on the application of the D.Min. curriculum in practice. In its most basic assumption, one expects that alumni feedback can provide answers to 2 fundamental questions: (1) Was the D.Min. curriculum configured effectively to maximize student learning? and, (2) Do alumni possess the skills needed to become successful practitioners in the field of ministry?

In an alumni-perceived assessment, it is important to remember that alumni provide feedback from an historical perspective. In a relatively new degree, such as the D.Min., the curriculum evolves yearly, and alumni opinions from earliest graduates may be different from those of more recent graduates. Despite this drawback, however, alumni offer one of the most important testimonies to the curriculum's ability to stand the test of time. The greatest

benefits of a survey program do not occur until several cycles of data collection have taken place. At least 3 rounds of data collection are required for trend analysis to begin (Pettit & Litten, 1999).

Assessment and evaluation authorities have strongly argued for outside stakeholders' feedback in determining the quality of programs, alumni participation in particular. Faculty and administrators do well when they utilize "feedback loops" to ask students and alumni about their learning experiences—including why they find some more enriching than others, how they promote or hinder their growth and development, and how they modify or improve these learning experiences in the future (Haworth & Conrad, 1997). Pettit and Litten (1999) concur that unlike faculty and current students, alumni bring the advantage of having tested the outcomes of an educational program in the marketplace.

Colleges and universities are increasingly tapping alumni to provide critical assessments of their institutions' performance in preparing students to lead productive and rewarding lives. In addition to seeking evaluations from other professional evaluators through accreditation and from current students through course evaluations and surveys, colleges and universities are asking alumni to evaluate their educational experiences. Alumni research is itself a mechanism through which positive alumni relations are cultivated—people like to be taken seriously and listened to (Pettit & Litten, 1999).

CHAPTER III

PROCEDURES FOR THE COLLECTION OF DATA AND ANALYSIS

Introduction

The purposes of this study were to:

1. Determine the extent to which D.Min. alumni perceive that the expressed objectives and goals of Doctor of Ministry programs at Dallas Theological Seminary are being met;

2. Determine the alumni-perceived strengths of Doctor of Ministry programs at Dallas Theological Seminary;

3. Determine the alumni-perceived weaknesses of Doctor of Ministry programs at Dallas Theological Seminary;

4. Compare the findings of this case study assessment with a 1987 national study of Doctor of Ministry Programs; and

5. Make recommendations for the improvement of D. Min programs at Dallas Theological Seminary.

The contents of this chapter are organized under the following 6 headings: (1) the research questions, (2) the research design, (3) a description of the population, (4) instrumentation, (5) procedures for the collection of the data, and (6) the data analysis.

Research Questions

The study was directed by the following research questions:

1. To what extent do DTS alumni perceive that the codified objectives and goals of Doctor of Ministry studies at Dallas Theological Seminary are being met?

2. What are the alumni-perceived strengths of the Doctor of Ministry programs at Dallas Theological Seminary?

3. What are the alumni-perceived weaknesses of the Doctor of Ministry programs at Dallas Theological Seminary?

4. What comparison of the findings of this assessment can be made with "A Study of Doctor of Ministry Programs" (1987 study of Doctor of Ministry Programs by Auburn Theological Seminary and Hartford Seminary)?

5. What recommendations can be made for eliminating the weaknesses and maximizing the strengths of Doctor of Ministry programs at Dallas Theological Seminary?

Research Design

The research design employed in the study involved a survey, a non-experimental design methodology. The study involved the use of a mailed questionnaire for the collection of data regarding the strengths and weaknesses of the Doctor of Ministry program at Dallas Theological Seminary as perceived by program alumni. The mailed questionnaire format was chosen for a number of reasons. First and foremost, it helped bridge geographical boundaries: the

economy of its design allowed the survey to be mailed to all the D.Min. alumni of Dallas Theological Seminary wherever they were. Second, the mailed questionnaire allowed for flexibility of response in terms of participants being able to respond to the questionnaire items at an individual pace, resulting in more thoughtful and accurate responses that were relatively free from response effects that might occur in an interview format (Dillman, 2000). Finally, mailed surveys are relatively inexpensive and more timely with regards to data collection than interviews.

The primary disadvantage of the mailed questionnaire is non-response. Dillman (2000) suggests 5 needed elements for achieving high response rates in mailed surveys. These elements are: (1) a respondent-friendly questionnaire, (2) up to 5 contacts with the questionnaire recipient, (3) inclusion of stamped return envelopes, (4) personalized correspondence, and (5) a token financial incentive that is sent with the survey request. Dillman (2000, p. 151) further elaborates on the 5 contacts with the questionnaire recipients by suggesting that there needs to be;

1. A brief *pre-notice letter* sent to the respondent a few days prior to the questionnaire.
2. A *questionnaire* mailing that includes a detailed cover letter explaining why a response rate is important.
3. A *thank you postcard* sent a few days to a week after the questionnaire.

4. A *replacement questionnaire* sent to non-respondents 2-4 weeks after the previous questionnaire mailing.
5. A *final contact* made by telephone a week or so after the fourth contact (if telephone numbers are available).

Dillman strongly suggests that all mail contacts be accomplished by first class mail. Dillman's procedure was followed in this study, except for the fifth element of a token financial incentive that is sent with the survey request. Dillman later explains, “promised incentives do not have nearly so great an effect on responses, and have even been shown to have no effect at all” (p. 153). The successive mailing sequence was completed in 6 to 8 weeks. Among the other practical matters that needed to be taken into consideration were the security and confidentiality of the files, the visibility of the project within the campus community, ways to utilize existing campus data, methods of data collection, item content, hardware and software, missing data, and sampling (Astin, 1991).

Population of the Study

The population of the study consisted of all individuals who have earned Doctor of Ministry degrees from Dallas Theological Seminary (N= 165). A list of all graduates from Dallas Theological Seminary's Doctor of Ministry program from its inception in spring 1980 through Summer 2000 was requested from the Academic Dean’s office at Dallas Theological Seminary. The initial list was sorted by the years when the degrees were earned and then verified to include only recipients of the Doctor of Ministry degree.

A list of all current and inactive Doctor of Ministry degree holders of Dallas Theological Seminary is maintained in the databases of DTS Information Services. The release of the list of names and addresses was obtained from Eugene W. Pond, under whose directorship falls the responsibility of institutional research and planning.

Since this study was of benefit to the institution itself, and because participant anonymity and confidentiality of data were assured by the principal investigator, release of student names and addresses for research purposes complied with the regulations stipulated by the Family Educational Rights and Privacy Act of 1974 (FERPA), to which Dallas Theological Seminary subscribes. (FERPA guidelines are included in the 1999-2001 DTS Student Handbook, page 25.) Furthermore, the list of Alumni names was sorted so that only mail deliverable addresses were included in the population.

Instrumentation

An existing instrument, "National Study of Doctor of Ministry Programs (1987)," was slightly modified by updating its language and enhancing its face value to gather student input, environment, and output data. The original instrument was developed by a research team at Auburn Theological Seminary and Hartford Seminary that headed the "Study of Doctor of Ministry Programs" and attempted to solicit the opinions of doctoral program graduates regarding the quality of aspects of their experiences. In the modification, words like "parish," "clergy," and "judicatory," were replaced with the more current vocabulary of

"church," "minister," and "denomination." Section VIII of the original instrument, "Images of Pastoral Ministry," was replaced with 2 open-ended questions to ask the participants about the strengths and weaknesses of D.Min. program at DTS. In order to increase the face validity, the instrument was re-formatted to improve the layout of the questions and response-space to minimize response errors and to make for easier reading and tabulation.

The final version of the instrument was approved by the principal researcher's doctoral committee before mailing to participants in the study. Members of the committee, including Director of Institutional Research at Dallas Theological Seminary, reviewed the survey instrument to ensure that it would solicit the kinds and sorts of information essential to answering the research questions guiding the study, i.e., the characteristics, educational experiences, and coursework of the respondents during their tenure at Dallas Theological Seminary. Also, the Research & Statistical Support Manager at UNT Academic Computing Services was consulted during the entire process of instrument approval, data collection, and data analysis. The final version of the instrument was then called the "Doctor of Ministry Assessment Questionnaire."

Astin (1991) demonstrates through a series of questions the need for input, environment, and output data on any college campus by asking the following questions in each of his I-E-O assessment model elements.

Input Data. Is it reasonable to suppose that an institution should want to know something about its students? What are their plans and aspirations?

What do they want out of college? Why did they choose this college? What are their academic strengths and weaknesses? What is their socioeconomic background? What were their activities and achievements in high school (p. 153).

Environment Data. Is it reasonable to expect that we should know what educational experiences our students are having in college? Beyond the courses they are taking (which almost all colleges do know), should we not also be interested in what kinds of extracurricular activities different students participate in, how they are supporting themselves, how many of them work and what kind of jobs they hold, what their study habits are, what goes on in their residence halls, whether they are participating in special educational programs, and how extensively and how effectively they are using the laboratories and libraries (p. 154)?

Output Data. Is it reasonable to expect that we should know something about the educational progress of each student? How long is it taking them to complete their programs of study? How many students (and which ones) are dropping out or stopping out? What are student actually learning in their classes? How do they perceive their educational experiences? How do they view the different student services they receive? Are they getting what they want out of college? What happens to students when they leave? What kind of jobs do they hold? Do they feel we have

prepared them adequately for work, for marriage, or for parenthood (p. 154)?

Astin's (1991) point of raising such questions is to understand that student input, environment, and output data are fundamental to the operation of any educational institution. In fact, "not to collect and use student input, environment, and outcome data on a regular basis would seem to be educationally irresponsive" (Astin, 1991, p. 154). The following discussion of the instrument categorizes each section of the instrument according to I-E-O model of Astin.

Section I: About Continuing Education in General

This section contained questions pertaining to continuing education in general, not specifically to the D.Min. program at Dallas Theological Seminary. The responses in this section were not analyzed for this study, because they did not pertain information to answer the questions of this research. Questions in this section contain useful insights that could be of future use for the Doctor of Ministry Department of Dallas Theological Seminary.

Section II: Attitude Towards the Doctor of Ministry Degree in General

In this section of the questionnaire, the participants had an opportunity to express their opinions about the Doctor of Ministry program in general. A number of questions sought to ascertain a general perception about the degree. Again, although, the responses in this section were not analyzed for this study, because they did not pertain information to answer the research questions of this

dissertation. It contains useful insights that could be of future use for the Doctor of Ministry Department of Dallas Theological Seminary.

Section III: Involvement in the D.Min. Programs

This section asked general questions about the D. Min. degree program at DTS to determine a basic perception of the program. The questions in this section sought information relating to the "environment" aspect of Astin's I-E-O Assessment model.

Section IV: The D.Min. Program's Emphasis and Components

This section of the instrument contained a variety of emphases that Doctor of Ministry programs may have. The participants had the opportunity to answer how much emphasis was placed on each aspect of their Doctor of Ministry program and how valuable they found the emphasis to be for their overall personal, professional and intellectual growth. This is the longest section of the instrument. The questions in this section also sought information relating to the "environment" aspect of Astin's I-E-O Assessment model.

Section V: Experiences During and Since Involvement in D.Min. Programs

This section asked a number of questions to determine to what extent the participants' experiences during their studies impacted their lives and ministries after graduation. The questions in this section sought information relating to the "environment" as well as "outcome" aspects of Astin's I-E-O Assessment model.

Section VI: Some General Questions About Your Ministry

This section attempted to find specific information about involvement in ministry. A number of questions sought personal information about calling, contentment, and continuation in ministry. The questions in this section analyzed for this study sought information relating to the "outcome" aspect of Astin's I-E-O Assessment model.

Section VII: Background

This section of the questionnaire contained questions pertaining to the characteristics of the respondents. Various demographic variables (including, but not limited to, gender, age, salary, marital status, children and present employment) constituted this part of the questionnaire. The questions in this section sought information relating to the "input" aspect of Astin's I-E-O Assessment model.

Section VIII: Final Comments About the D. Min. Program at DTS

In this section, 2 open-ended questions were used to seek information from the participants about the strengths and weaknesses of the D.Min. program at DTS. The questions in this section sought information relating to the "environment" aspect of Astin's I-E-O Assessment model.

Procedures for the Collection of Data

Approval for the study was obtained from the University of North Texas (UNT) Institutional Relations Board. Approval was also solicited from Mark L. Bailey, Dallas Theological Seminary Provost and Vice President for Academic

Affairs, who is responsible for overall institutional research and evaluation. Dallas Theological Seminary agreed to support and fund the research project by 1) providing the paper and professional copy machines necessary to produce the questionnaires, 2) permitting the cover letter accompanying the questionnaire to be printed on DTS letterhead, 3) permitting the mailings to be sent in DTS envelopes, and 4) funding the total cost of the mailings. In return for support and funding, Dallas Theological Seminary asked that bound and electronic copies of the final dissertation be given to the institution for future reference. The principal investigator agreed to these terms.

Dillman (2000) suggests a 4-step procedure for questionnaires to be sent to survey participants in an effort to achieve a higher response rate. In this study, Dillman's suggestions for the mailings were employed and the mailings occurred at intervals recommended by Dillman.

The first letter (Appendix B) from the Academic Dean's office was sent by the Provost and Vice President for Academic Affairs, Mark L. Bailey, to inform the participants of the purposes of the assessment, the need for their feedback, and the importance of the study. This "pre-notice letter" went out on September 25, 2000.

The second wave was the initial mailing that occurred on October 2, 2000. A packet consisting of a cover letter signed by the principal researcher and the Director of Institutional Research at DTS, Eugene W. Pond, (Appendix C), the questionnaire (Appendix A), a completion postcard (Appendix D), and a postage-

paid, self-addressed return envelope were mailed to the 165 graduates of Dallas Theological Seminary's Doctor of Ministry degree holders.

On October 9, 2000, a “thank you” letter (Appendix E) from the Director of the Institutional Research at DTS, Eugene W. Pond, was mailed to each of the 165 participants. The letter was brief and served as both a "thank you" to those who had completed and returned the questionnaire and a reminder to those who had not.

The final mailing was sent to non-respondents on November 6, 2000, 2 weeks after the reminder letters were mailed. The final mailing consisted of a new cover letter (Appendix F) from the Director of the Institutional Research, Eugene W. Pond, the questionnaire, and a postage-paid, self-addressed return envelope.

Data Analysis

A total of 131 (N=131) usable questionnaires were returned out of the 165 that were mailed. A response rate of 79.39 percent was achieved. This response rate does not include one survey returned as undeliverable and one returned by an alumnus who did not wish to participate in the survey.

The data were read from the survey instruments and entered into a computer file by the staff of Data Entry Department Computing Center at the University of North Texas under the guidance of Jo Ann Luksick, Data Entry Supervisor. The text data file was then converted to SPSS and Excel formats

before handing it back to the principal investigator. The integrity of the data was guarded at all stages and spot-checked at various times for accuracy in entry.

The analyses of data were performed using the Statistical Package for the Social Sciences (SPSS) version 10.0 and Microsoft's spreadsheet software Excel version 2001. Data were analyzed for descriptive purposes. Demographic data were analyzed using frequency counts and percentage distributions to give a profile of the Doctor of Ministry degree holders from Dallas Theological Seminary.

Chi-square tests of goodness of fit were performed at the .05 alpha level on the survey data. According to Snedecor and Cochran (1980), an important use of chi-square goodness of fit test is to provide a quantitative test of the discrepancies between 2 frequency distributions— one observed; the other expected (theoretical). In our research, the expected, theoretical distributions of responses of alumni to each questionnaire item were calculated according to the hypothesis of no difference. That is, the expected, theoretical distributions of responses of respondents to each item were calculated on the assumption that their responses to each questionnaire item would be equally distributed across the total number of response options per questionnaire item. For example, if a particular survey question provided 3 response options, the null hypothesis of no difference specified that the total number of responses of alumni to that particular question would be one-third per response option. These theoretical, expected distributions were laid alongside the actual, observed distributions of alumni

responses, and chi-square tests of goodness of fit were calculated. Significant chi-square values indicate that the differences between the theoretical distributions and the actual distributions are not random or according to chance. Stated differently, significant chi-squire values at the 0.05 alpha level indicate that there are only 5 chances in a 100 that an observed distribution of alumni responses to a particular question item can be attributed to chance.

Comparative analyses of selected data were conducted between the findings of this study and those of the 1987 national study of the Doctor of Ministry programs.

CHAPTER IV

PRESENTATION OF FINDINGS

Introduction

The primary purpose of this study was to assess how alumni of the Doctor of Ministry program at Dallas Theological Seminary perceive the program. A mailed questionnaire was used to collect data from 165 Doctor of Ministry degree holders from Dallas Theological Seminary; 131 usable questionnaires were returned (N=131). A response rate of 79.4 percent was achieved.

This chapter presents the data and the results of the statistical analysis pertaining to the 5 research questions specified in Chapter 1. The presentation of the findings is outlined according to the I-E-O assessment model of Astin (1991). The results are presented under 5 main sections: (1) the questionnaire; (2) "Input" the students brought to the program (3) "Environment" of students' D.Min. studies; (4) the "Output" or the programmatic outcomes; and (5) Comparison with the 1987 national study of D.Min. programs. All statistical tests were performed at the .05 alpha level. The total number of respondents (N) in the tables that follow varies because not all 165 alumni surveyed responded to all items on the questionnaire.

The Questionnaire

The Doctor of Ministry Assessment Questionnaire consisted of 12 pages containing 8 sections. Each question under the 8 sections was classified and

grouped according to the I-E-O assessment model of Astin (1991) based upon his description of the I-E-O concepts explained in Chapter 3. The classifications and groupings of the questions were done in consultation with the major professor of the principal investigator. The following discussion pertains to the questions that were analyzed for the study. At the request of the D.Min. program Director at DTS, the entire 1987 study questionnaire was used for the survey. However, it was agreed upon in advance, by the doctoral committee supervising the research, that only those questions/sections relevant to the research questions in the study would be analyzed and reported.

Section I: About Continuing Education in General

Questions from this section were not analyzed, since they did not provide information to answer the research questions of the study. However, information from this section may be used for further research by the D.Min. department of Dallas Theological Seminary.

Section II: Attitudes Towards the Doctor of Ministry Degree in General

The one question in this section regarding the duration of service in vocational ministry prior to beginning their D.Min. program, was analyzed. Information solicited from this particular question served as an important “input” the students brought to the program. The remainder of the questions from this section were not analyzed because they did not provide information relative to the research questions of the study. However, information from the remaining

questions may be used for further research by the D.Min. department of Dallas Theological Seminary.

Section III: Involvement in the D.Min. Program

The questions in this section solicited information about the D. Min. program at DTS to determine alumni perceptions of the program in general. The solicited information related to the "environment" in which the alumni surveyed had studied.

Section IV: D.Min. Program's Emphases and Components

The questions in this section solicited additional information relating to the "environment" in which the D.Min. studies took place. The respondents had opportunities to indicate how much emphasis had been placed on each aspect of their Doctor of Ministry programs and how valuable they found the program for their overall spiritual, professional, and intellectual growth.

Section V: Experiences During and Since Involvement in D.Min. Program

The 4 questions out of 6 included in this section solicited information relating to the "environment" of the D.Min. studies as well as the "output" or outcomes.

Section VI: Some General Questions About Your Ministry

The questions in this section also solicited information relating to the "output," or programmatic outcomes as a result of their experiences of D.Min. studies. A number of questions also solicited personal information about calling, contentment, commitment, and continuation in ministry.

Section VII: Background

The 16 questions out of the 22 that were included in this section solicited information relating to the “input” the students brought with them to their D.Min. studies at DTS. Various demographic variables including, but not limited to, gender, age, race/ethnicity, marital status, theological perspectives, etc., constituted this part of the questionnaire.

Section VIII: Final Comments About the D. Min. Program at DTS

In this section, 2 open-ended questions solicited additional information regarding the “input,” “environment,” and “output” of the D.Min. studies. The respondents expressed their opinions about the strengths and weaknesses of the D.Min. programs at Dallas Theological Seminary.

Input D.Min. Alumni Brought to Their Programs at DTS

Table 1

Gender of DTS D.Min. Alumni.

Gender	Observed N	Percent	Expected N
Male	128	98.5	65.0
Female	2	1.5	65.0
Total	130	100.0	130.0

$\chi 2 = 122.12$*; df = 1

Of the 130 participants responding to the item regarding gender (Table 1), 128 respondents (98.5%) were male; 2 (1.5%) were female.

Theoretically, the expected distribution of gender would be 50.0 percent male and 50.0 percent female. The chi-square value of 122.12 for gender is statistically significant. The observed distribution of responses in Table 1 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. The observed distribution, therefore, cannot be attributed to chance.

Table 2

Race or Ethnicity of DTS D.Min. Alumni.

Race/Ethnicity	Observed N	Percent	Expected N
Whites/Anglos	112	85.5	32.8
Asian/Pacific Islanders	10	7.6	32.8
Blacks	6	4.6	32.8
Hispanics	3	2.3	32.8
Total	131	100.0	131.2

$\chi 2 = 256.45^{*}$; df = 3

Of the 131 participants responding to the item regarding race or ethnicity, a majority of the respondents (N=112; 85.5%) were Whites/Anglos, 10 respondents (7.6%) were Asian or Pacific Islanders, 6 respondents (4.6%) were blacks, and 4 respondents (2.3%) were Hispanics.

The chi-square value of 256.45 is statistically significant. The observed distribution of responses in Table 2 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. The observed distribution, therefore, cannot be attributed to chance.

Table 3

Marital Status of DTS D.Min. Alumni.

Marital Status	Observed N	Percent	Expected N
Married	125	96.9	43.0
Single, Never Married	3	2.3	43.0
Divorced/Separated	1	0.8	43.0
Total	129	100.0	129.0

$\chi 2 = 234.61^{*}$; df = 2

Of the 129 participants responding to the item regarding marital status, a majority (N=125; 96.9%) were married. Three respondents (2.3%) identified themselves as “single or never married,” and 1 (0.8%) respondent was “divorced/separated.”

The chi-square value of 234.61 for marital status is statistically significant. The observed distribution of responses in the above table departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. The observed distribution, therefore, cannot be attributed to chance.

Table 4

Citizenship of DTS D.Min. Alumni.

Citizenship	Observed N	Percent	Expected N
U.S.A.	120	92.3	43.3
Canadian	6	4.6	43.3
Other	4	3.1	43.3
Total	130	100.0	129.9

$\chi 2 = 203.51^{*}$; df = 2

Of the 130 participants responding to the item regarding citizenship status, a majority (N=120; 92.3%) were U.S. citizens. Six participants (4.6%) identified themselves as Canadian citizens, and 4 respondents (3.1%) were citizens of "other" countries.

The expected N distribution of 43.3 was for each of the 3 categories. The chi square value of 203.51 signifies the lack of goodness-of-fit among the distributions. The observed distribution of responses in Table 4 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. The observed distribution, therefore, cannot be attributed to chance.

Table 5

College Grade Point Averages of DTS D.Min. Alumni Prior to Their Enrollment in the D.Min. Program at DTS.

College GPA	Observed N	Percent	Expected N
A	31	23.7	18.7
A-	7	5.3	18.7
B+	48	36.6	18.7
B	8	6.1	18.7
B-	22	16.8	18.7
C+	4	3.1	18.7
C	11	8.4	18.7
Total	131	100.0	130.9

$\chi 2 = 82.69^{*}$; df = 6

Of the 131 participants responding to the item regarding their college grade point averages (GPA) prior to entering the D.Min program at DTS, 23.7 percent (N=31) had a grade point average of A, 5.3 percent (N=7) had a grade point average of A-, a majority (N=48; 36.6%) had a grade point average of B+, 6.1 percent (N=8) had a grade point average of B, and 16.8 percent (N=22) had a grade point average of B-. Four respondents (3.1%) had grade point averages of C+, and 11 respondents (8.4%) had grade point averages of C.

The chi-square value of 82.69 is statistically significant. The observed distribution of responses in Table 5 departs significantly from the distribution of

responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. The observed distribution, therefore, cannot be attributed to chance.

Table 6

Seminary Grade Point Averages of DTS D.Min. Alumni Prior to Their Enrollment in the D.Min. Program at DTS.

Seminary Grades	Observed N	Percent	Expected N
A	42	32.3	21.7
A-	12	9.2	21.7
B+	50	38.5	21.7
B	9	6.9	21.7
B-	15	11.6	21.7
C	2	1.5	21.7
Total	130	100.0	130.2

$\chi 2 = 87.75^{*}$; df = 5

Of the 130 participants responding to the item regarding their seminary grade point averages in their Master's degree prior to entering the D.Min program at DTS, 32.3 percent (N=42) had a grade point average of A, 9.2 percent (N=12) had a grade point average of A-, a majority (N=50; 38.5%) had a grade point average of B+, 6.9 percent (N=9) had a grade point average of B, 11.6 percent

(N-15) had a grade point average of B-. Two respondents (1.5%) had grade point averages of C.

The chi-square value of 87.75 for seminary grade point average is statistically significant. The observed distribution of responses in Table 6 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. The observed distribution, therefore, cannot be attributed to chance.

Table 7.

Seminary/University of DTS D.Min. Alumni's Previous Degrees.

Previous Degree from	Observed N	Percent	Expected N
Dallas Theological Seminary	65	49.6	21.8
Capital Bible Seminary	8	6.1	21.8
Grace Theological Seminary	7	5.4	21.8
Southwestern Seminary	7	5.4	21.8
Other Seminaries	18	13.7	21.8
Unknown/No Replied	26	19.8	21.8
Total	131	100.0	130.8

$\chi 2 = 115.73^{*}$; df = 5

A majority of the respondents (N=65; 49.6%) had received their previous seminary degrees from Dallas Theological Seminary. Eight respondents (6.1%) had received their previous degrees from Capital Bible Seminary, 7 respondents (5.4%) from Grace Theological Seminary, and the same number of respondents

(N=7; 5.4%) from Southwestern Seminary. Eighteen respondents (13.7%) had received their previous seminary degrees from various other seminaries, and 26 respondents (19.8%) did not provide the names of their previous seminary degree-granting institutions.

The chi-square value of 115.73 is statistically significant. The observed distribution of responses in Table 7 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. The observed distribution, therefore, cannot be attributed to chance.

Table 8

Highest Academic Degree Earned Prior to Enrolling in the D.Min. Program at DTS.

Name of the Degree	Observed N	Percent	Expected N
Th.M. or S.T.M.	93	71.0	32.8
M.Div. or B.D.	35	26.7	32.8
M.A.	2	1.5	32.8
Th.D. or Ph.D. or S.T.D.	1	0.8	32.8
Total	131	100.0	131.2

$\chi 2 = 170.65^{*}$; df = 3

A majority of the respondents (N=93; 71.0%) had earned the Master of Theology (Th.M.) or Master of Sacred Theology (S.T.M.) degrees prior to enrolling in the D.Min. program at DTS, 35 respondents (26.7%) had earned

Master of Divinity (M.Div.) or Bachelor of Divinity (B.D.) degrees. Two respondents (1.5%) had completed Master of Arts (M.A.), and 1 respondent (0.8%) was a doctoral degree holder (Th.D./Ph.D./S.T.D.).

The chi-square value of 170.65 is statistically significant. The observed distribution of responses in Table 8 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. The observed distribution, therefore, cannot be attributed to chance.

Table 9

Number of Years in Vocational Ministry Prior to Enrolling in the D.Min. Program at DTS.

Number of years	Observed N	Percent	Expected N
4-6 Years	40	30.5	21.8
7-10 Years	35	26.7	21.8
11-15 Years	28	21.4	21.8
16-20 Years	14	10.7	21.8
1-3 Years	8	6.1	21.8
20+ Years	6	4.6	21.8
Total	131	100.0	130.8

$\chi 2 = 47.86^{*}$; df = 5

Of the 131 participants responding to the item regarding the average number of years spent in Christian vocational ministries prior to entering the

D.Min. program at DTS, a majority (N=40; 30.5%) had spent 4-6 years, 26.7 percent (N=35) had spent 7-10 years, 21.4 percent (N=28) had spent 11-15 years, 10.7 percent (N=14) had spent 16-20 years, 6.1 percent (N=8) had spent 1-3 years, and 4.6 percent (N=6) had spent over 20 years.

The chi-square value of 47.86 is statistically significant. The observed distribution of responses in Table 9 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. The observed distribution, therefore, cannot be attributed to chance.

Table 10

Description of Theological Perspectives of DTS D.Min. Alumni.

Theological Perspective	Observed N	Percent	Expected N
Conservative	95	72.5	43.7
Very Conservative	34	26.0	43.7
Moderate	2	1.5	43.7
Total	131	100.0	131.1

$\chi 2 = 102.24^{*}$; df = 2

Responding to the item regarding their theological perspectives, no respondents chose “very liberal” or “liberal.” Of the 131 respondents, a majority (N=95; 72.5%) were “conservative,” the remaining 34 (26.0%) were “very conservative” and 2 respondents (1.5%) were “moderate.”

The chi-square value of 102.24 is statistically significant. The observed distribution of responses in Table 10 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. The observed distribution, therefore, cannot be attributed to chance.

Table 11

Age Range of DTS D.Min. Alumni at the Time of Entering the D.Min Program.

Age Range	Observed N	Percent	Expected N
35 to 39	40	31.3	16.0
30 to 34	33	25.8	16.0
40 to 44	31	24.2	16.0
45 to 49	12	9.4	16.0
50 to 54	5	3.9	16.0
30 or Less	4	3.1	16.0
55 to 59	2	1.5	16.0
60 or Over	1	0.8	16.0
Total	128	100.0	128.0

$\chi 2 = 112.00^{*}$; df = 7

Of the 128 participants responding to the item regarding their age at the time of entering the D.Min program at DTS, 3.1 percent (N=4) were in the age range of 30 years or less, 25.8 percent (N=33) were in the age range of 30-34 years, 31.3 percent (N=40) were in the age range of 35-39 years, 24.2 percent

(N=31) were in the age range of 40-44 years, and 9.4 percent (N=12) were in the age range of 45-49 years. Five respondents (3.9%) were in the age range of 50-54 years, 1.5 percent (N=2) were in the age range of 55-59 years, and 1 respondent (0.8%) was in the 60 or over age range.

The chi-square value of 112.00 is statistically significant. The observed distribution of responses in Table 11 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. The observed distribution, therefore, cannot be attributed to chance.

Environment in Which the DTS D.Min. Studies Took Place at DTS

Table 12

Location of D.Min. Studies of DTS Alumni.

Courses taken	Observed N	Percent	Expected N
On DTS Campus	100	76.3	65.5
DTS Extn. Campus	31	23.7	65.5
Total	131	100.0	131.0

$\chi 2 = 36.34^{*}$; df = 1

Of the 131 participants responding to the item regarding where most of their D.Min. studies had taken place, a majority of the respondents (N=100; 76.3%) completed their D.Min. studies on the DTS campus in Dallas, Texas; 31 respondents (23.7%) completed their D.Min. studies on DTS extension campuses.

The chi-square value of 36.34 is statistically significant. The observed distribution of responses in Table 12 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. The observed distribution, therefore, cannot be attributed to chance.

Table 13

Preferences of DTS D.Min. Alumni Regarding Extension Campuses for D.Min. Studies.

Campus Preferences	Observed N	Percent	Expected N
No Extension Campuses	86	65.6	65.5
More Extension Campuses	45	34.4	65.5
Total	131	100.0	131.0

$\chi 2 = 12.83^{*}$; df = 1

When asked if they would have preferred more DTS extension campuses to pursue their D.Min. studies, 86 respondents (65.6%) said no; 45 respondents (34.4%) said yes they would have preferred more extension campuses.

Theoretically, the expected N distribution of respondents would be 65.5 in each of the 2 categories. The chi-square value of 12.83 is statistically significant. The observed distribution of responses in Table 13 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. The observed distribution, therefore, cannot be attributed to chance.

Table 14

Were Other D.Min. Programs Investigated Before Choosing the One at DTS?

D.Min. Investigation	Observed N	Percent	Expected N
Yes, Other Programs Were Investigated	89	67.9	65.5
No, Other Programs Were Not Investigated	42	32.1	65.5
Total	131	100.0	131.0

$\chi 2 = 16.86^{*}$; df = 1

When asked whether they investigated any D.Min. programs at other institutions before choosing the one at DTS, of the 131, 89 respondents (67.9%) said other programs were investigated; 42 respondents (32.1%) said other programs were not investigated.

Theoretically, the expected N distribution of respondents would be 65.5 in each of the 2 categories. The chi-square value of 16.86 is statistically significant. The observed distribution of responses in Table 14 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. The observed distribution, therefore, cannot be attributed to chance.

Table 15

How Much of a Time and Financial Burden was the D.Min. Program at DTS?

Burden	N	Great Burden	Moderate Burden	Little or no Burden	Chi Square
Time	131	42 (32.1%)	85 (64.9%)	4 (3.1%)	$\chi 2=75.22^*$ df = 2
Financial	131	10 (7.6%)	68 (51.9%)	53 (40.5%)	$\chi 2=41.51^*$ df = 2

In response to the question about how much of a time burden their D.Min. program had been, of the 131 respondents, 42 respondents (32.1%) said it had been a "great burden." A majority of the respondents (N=85; 64.9%) said it had been a "moderate burden." Four respondents (3.1%) said that they experienced "little or no time burden."

In response to the question about how much of financial burden their D.Min. program had been, of the 131 respondents, 10 respondents (7.6%) said it had been a "great burden." A majority of the respondents (N=68; 51.9%) said it had been a "moderate burden," and 53 respondents (40.5%) said they experienced "little or no financial burden." However, the calculated chi-square values regarding time and financial burden are statistically significant. The observed distributions of responses in Table 15 depart significantly from the distributions of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. The observed distributions, therefore, cannot be attributed to chance.

Table 16

Alumni Descriptions of the D.Min. Program at DTS.

D.Min. Program at DTS	Observed N	Percent	Expected N
General in Focus with Some Specialization	86	65.6	43.6
General in Overall Focus	44	33.6	43.6
Specialized in Focus	1	0.8	43.6
Total	131	100.0	130.8

$\chi 2 = 82.73^{*}$; df = 2

When asked to describe the D.Min. program at DTS, of the 131 respondents, 86 respondents (65.6%) said it had been “general in focus with some specialization,” 44 respondents (33.6%) said it had been “general in overall focus,” and 1 respondent (0.8%) said it had been “specialized in focus.”

Theoretically, the expected N distribution of respondents would be 43.6 in each of the 3 categories. The chi-square value of 82.73 is statistically significant. The observed distribution of responses in Table 16 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. The observed distribution, therefore, cannot be attributed to chance.

Table 17

Rate the Importance of Each of the Following Reasons for Choosing the D.Min. Program at DTS.

Choosing Factor	N	Very Important	Important	Somewhat Important	Not Important	Chi Square
Reputation of the program at DTS	131	93 (71.0%)	30 (22.9%)	3 (2.3%)	5 (3.8%)	χ^2=161.61* df = 3
Content and focus of the D.Min. program	131	92 (70.2%)	36 (27.5%)	3 (2.3%)	0 (0.0%)	χ^2=92.79* df = 2
Reputation of specific D.Min. faculty	131	83 (63.4%)	38 (29.0%)	5 (3.8%)	5 (3.8%)	χ^2=124.97* df = 3
Ease of completing the program while working full-time	131	66 (50.4%)	36 (27.5%)	18 (13.7%)	11 (8.4%)	χ^2=55.17* df = 3
Geographical proximity to the Seminary	131	37 (28.2%)	20 (15.3%)	18 (13.7%)	56 (42.7%)	χ^2=28.66* df = 3
Possibility of an off-campus program	131	30 (22.9%)	25 (19.1%)	18 (13.7%)	56 (42.7%)	χ^2=19.38* df = 3
Overall cost of the D.Min. program	131	17 (13.0%)	48 (36.6%)	45 (34.4%)	21 (16.0%)	χ^2=23.47* df = 3
Non-denominational affiliation of the seminary	131	15 (11.5%)	28 (21.4%)	28 (21.4%)	60 (45.7%)	χ^2=33.67* df = 3
Availability of financial aid or scholarship	131	7 (5.3%)	6 (4.6%)	13 (9.9%)	105 (80.2%)	χ^2=213.40* df = 3
Encouragement of executive/Board member	131	2 (1.5%)	5 (3.8%)	16 (12.2%)	108 (82.4%)	χ^2=233.86* df = 3
Opportunity to join a D.Min. colleague group in my area	131	1 (0.8%)	2 (1.5%)	17 (13.0%)	111 (84.7%)	χ^2=254.19* df = 3

Of the 131 participants responding to the question regarding their reasons for choosing the D.Min. program at DTS, the major 5 reasons with a majority of

responses were: 1) Reputation of the program at DTS (N=93; 71.0%), 2) Content and focus of the D.Min. program (N=92; 70.2%), 3) Reputation of a specific D.Min. faculty (N=83; 63.4%), 4) Ease of completing the D.Min. program while working full-time (N=66; 50.4%), and 5) Geographical proximity to the Seminary (N=37; 28.2%).

The least 5 factors, according to the respondents, in choosing the D.Min. program at DTS were: 1) Opportunity to join a D.Min. colleague group in my area (N=111; 84.7%), 2) Encouragement of denominational executive/board member (N=108; 82.4%), 3) Availability of financial aid or scholarship (N=105; 80.2%), 4) Non-denominational affiliation of the seminary (N=60, 45.7%), and 5) Possibility of an off-campus program (N=56; 42.7%).

The chi-square values of all items are statistically significant. The observed distributions of responses in Table 17 depart significantly from the distributions of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. The observed distributions, therefore, cannot be attributed to chance.

Table 18

Extent of Emphasis on Various Aspects of the D.Min. Program at DTS.

Program Aspects	N	Much Emphasis	Some Emphasis	Little Emphasis	No Emphasis	Chi Square
Pastoral or practical theology	130	88 (67.7%)	35 (26.9%)	4 (3.1%)	3 (2.3%)	$\chi 2=146.74^*$ df = 3
Ministerial arts, practical studies	130	73 (56.2%)	44 (33.8%)	11 (8.5%)	2 (1.5%)	$\chi 2=97.39^*$ df = 3
Biblical studies	131	29 (22.1%)	77 (58.8%)	19 (14.5%)	6 (4.6%)	$\chi 2=87.84^*$ df = 3
Spiritual formation	127	21 (16.5%)	65 (51.2%)	33 (26.0%)	8 (6.3%)	$\chi 2=56.28^*$ df = 3
Organized development	125	19 (9.1%)	71 (56.8%)	18 (14.4%)	17 (13.6%)	$\chi 2=67.48^*$ df = 3
Sociological theory	131	17 (13.0%)	48 (36.6%)	45 (34.4%)	21 (16.0%)	$\chi 2=43.84^*$ df = 3
Ethics	126	13 (10.3%)	54 (42.9%)	39 (31.0%)	20 (15.3%)	$\chi 2=32.92^*$ df = 3
Systematic/philosophical or historical theology	131	5 (3.8%)	71 (54.2%)	50 (38.2%)	5 (3.8%)	$\chi 2=100.79^*$ df = 3
Psychological theory	127	3 (2.4%)	33 (26.0%)	47 (37.0%)	44 (34.6%)	$\chi 2=38.13^*$ df = 3
Church history	128	0 (00.0%)	39 (30.5%)	56 (43.8%)	33 (25.7%)	$\chi 2=6.67^*$ df = 2

When asked about the extent of emphasis on various aspects of the D.Min. studies, the major 5 aspects in the list of “much emphasis” according to the respondents were: 1) Pastoral or practical theology (N=88; 67.7%), 2) Ministerial arts, practical studies (N=73; 56.2%), 3) Biblical studies (N=29;

22.1%), 4) Spiritual formation (N=21, 16.5%), and 5) Organized development (N=19; 9.1%).

The major 5 program aspects in the list of “some emphasis” according to the respondents (Table 18) were: 1) Biblical studies (N=77; 58.8%), 2) Organized development (N=71; 56.8%), 3) Systematic/philosophical or historical theory (N=71; 54.2%), 4) Spiritual formation (N=65; 51.2%) and 5) Ethics (N=54; 42.9%).

In the list of “no emphasis” on program aspects, the 5 program aspects with the largest number of respondents (Table 18) were: 1) Psychological theory (N=44; 34.6%), 2) Church history (N=33; 25.7%), 3) Sociological theory (N=21; 16.0%), 4) Ethics (N=20; 15.3%), and 5) Organized development (N=17; 13.6%).

The chi-square values of all items are statistically significant. The observed distributions of responses in Table 18 depart significantly from the distributions of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. The observed distributions, therefore, cannot be attributed to chance.

Table 19

Value to DTS D.Min. Alumni of the Extent of Emphasis on Various Aspects of the D.Min. Program at DTS.

Program Aspect	N	Great Value	Some Value	Little Value	No Value	Chi Square
Pastoral or practical theology	126	95 (75.4%)	24 (19.0%)	5 (4.0%)	2 (1.6%)	$\chi 2=179.71$* df = 3
Ministerial arts, practical studies	126	90 (71.5%)	44 (33.8%)	3 (2.4%)	3 (2.4%)	$\chi 2=160.29$* df = 3
Biblical studies	128	65 (50.8%)	41 (32.0%)	16 (12.5%)	6 (4.7%)	$\chi 2=65.69$* df = 3
Spiritual formation	119	49 (41.2%)	50 (42.0%)	16 (13.4%)	4 (3.4%)	$\chi 2=54.88$* df = 3
Systematic/philosophical or historical theology	126	36 (29.3%)	65 (52.8%)	21 (17.1%)	1 (0.8%)	$\chi 2=100.79$* df = 3
Ethics	112	34 (30.4%)	48 (42.9%)	17 (15.2%)	13 (11.6%)	$\chi 2=27.93$* df = 3
Organized development	116	30 (25.9%)	62 (53.4%)	12 (10.3%)	12 (10.3%)	$\chi 2=57.52$* df = 3
Church history	114	20 (17.5%)	42 (36.8%)	32 (28.1%)	20 (17.5%)	$\chi 2=11.89$* df = 3
Psychological theory	110	10 (9.1%)	31 (28.2%)	34 (30.9%)	35 (31.8%)	$\chi 2=15.16$* df = 3
Sociological theory	110	9 (8.2%)	36 (32.7%)	29 (26.4%)	36 (32.7%)	$\chi 2=17.78$* df = 3

When asked how valuable the emphasis on various aspects of the D.Min. studies had been to the respondents (Table 19), the major 5 program aspects in the list of “great value” were: 1) Pastoral or practical theology (N=95, 75.4%), 2) Ministerial arts, practical studies (N=90, 71.5%), 3) Biblical studies (N=65,

50.8%), 4) Spiritual formation (N=49, 41.2%), and 5) Systematic, philosophical or historical theology (N=36; 29.3%).

The major 5 program aspects in the list of “some value” to the respondents (Table 19) were: 1) Systematic, philosophical or historical theology (N=65; 52.8%), 2) Organized development (N=62; 53.4%), 3) Spiritual formation (N=50; 42.0%), 4) Ethics (N=48; 42.9%), and 5) Ministerial arts, practical studies (N=44; 33.8%)

The major 5 program aspects in the list of “no value” to the respondents (Table 19) were: 1) Sociological theory (N=36; 32.7%), 2) Psychological theory (N=35; 31.8%), 3) Church history (N=20; 17.5%), 4) Ethics (N=13; 11.6%), and 5) Organized development (N=12; 10.3%).

The chi-square values of all items are statistically significant. The observed distributions of responses in Table 19 depart significantly from the distributions of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. The observed distributions, therefore, cannot be attributed to chance.

Table 20

Extent of Emphasis on Structures and Methodologies in the D.Min. Program at DTS.

Structure/Methodology	N	Much Emphasis	Some Emphasis	Little Emphasis	No Emphasis	Chi Square
Faculty lectures	131	69 (52.7%)	46 (35.1%)	13 (9.9%)	3 (2.3%)	$\chi 2=84.42^*$ df = 3
Seminars	126	44 (34.9%)	43 (34.1%)	22 (17.5%)	17 (13.5%)	$\chi 2=18.70^*$ df = 3
Library research	129	33 (25.6%)	60 (46.5%)	26 (20.2%)	10 (7.8%)	$\chi 2=40.46^*$ df = 3
Analysis/evaluation of ministry settings	129	28 (21.7%)	68 (52.7%)	24 (18.6%)	9 (7.0%)	$\chi 2=59.06^*$ df = 3
Peer or collegial learning	124	26 (21.0%)	51 (41.1%)	25 (20.2%)	22 (17.7%)	$\chi 2=17.48^*$ df = 3
Case studies	128	24 (18.8%)	57 (44.5%)	33 (25.8%)	14 (10.9%)	$\chi 2=31.69^*$ df = 3
Colleague/support group	123	12 (9.8%)	31 (25.2%)	34 (27.6%)	46 (37.4%)	$\chi 2=19.34^*$ df = 3
Qualifying exams	123	10 (8.1%)	33 (26.8%)	34 (27.6%)	46 (37.4%)	$\chi 2=22.07^*$ df = 3
Supervised practice	123	9 (7.3%)	32 (26.0%)	45 (36.6%)	37 (30.1%)	$\chi 2=23.31^*$ df = 3
Career assessment	124	6 (4.8%)	49 (39.5%)	42 (33.9%)	27 (21.8%)	$\chi 2=35.03^*$ df = 3
Involvement of laity from ministry settings	125	4 (3.2%)	29 (23.2%)	54 (43.2%)	38 (30.4%)	$\chi 2=41.94^*$ df = 3
Course exams	123	3 (2.4%)	23 (18.7%)	47 (38.2%)	50 (40.7%)	$\chi 2=46.63^*$ df = 3
Learning contracts	117	3 (2.6%)	19 (16.2%)	30 (25.6%)	65 (55.6%)	$\chi 2=70.86^*$ df = 3

Regarding the extent of emphasis on structures or methodologies in the D.Min. program at DTS (Table 20), the major 5 categories of “much emphasis” identified by the respondents were: 1) Faculty lectures (N=69; 52.7%), 2) Seminars (N=44; 34.9%), 3) Library research (N=33; 25.6%), 4) Analysis/evaluation of ministry settings (N=28; 21.7%), and 5) Peer or collegial learning (N=26; 21.0%).

The major 5 structures or methodologies that received “some emphasis” according to the respondents were: 1) Analysis/evaluation of ministry setting (N=68; 52.7%), 2) Library research (N=60; 46.5%), 3) Case studies (N=57; 44.5%), 4) Peer or collegial learning (N=51; 41.1%), and 5) Faculty lectures (N=46; 35.1%).

The 5 structures or methodologies that received “no emphasis” according to the respondents were: 1) Learning contracts (N=65; 55.6%), 2) Course exams (N=50; 40.7%), 3) Qualifying exams (N=46; 37.4%), 4) Colleague/support groups (N=46; 37.4%), and 5) Involvement of laity from ministry setting (N=38; 30.4%).

The chi-square values of all items are statistically significant. The observed distributions of responses in Table 20 depart significantly from the distributions of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. The observed distributions, therefore, cannot be attributed to chance.

Table 21

Value to DTS D.Min. Alumni of the Emphasis on Structures and Methodologies in the D.Min. Program.

Structure/Methodology	N	Great Value	Some Value	Little Value	No Value	Chi Square
Faculty lectures	127	78 (61.4%)	46 (36.2%)	2 (1.6%)	1 (0.8%)	$\chi 2=131.43$* df = 3
Seminars	117	62 (53.0%)	36 (30.8%)	11 (9.4%)	8 (6.8%)	$\chi 2=65.05$* df = 3
Analysis/evaluation of ministry settings	124	62 (50.0%)	43 (34.7%)	14 (11.3%)	5 (4.0%)	$\chi 2=66.77$* df = 3
Library research	123	48 (39.0%)	46 (37.4%)	22 (17.9%)	7 (5.7%)	$\chi 2=38.07$* df = 3
Case studies	120	42 (35.0%)	43 (35.8%)	21 (17.5%)	14 (11.7%)	$\chi 2=21.67$* df = 3
Peer or collegial learning	118	40 (33.9%)	42 (35.6%)	25 (21.2%)	11 (9.3%)	$\chi 2=21.32$* df = 3
Career assessment	116	35 (30.2%)	38 (32.8%)	21 (18.1%)	22 (19.0%)	$\chi 2=7.93$* df = 3
Colleague/support group	106	25 (23.6%)	33 (31.1%)	26 (24.5%)	22 (20.8%)	$\chi 2=2.45$ df = 3
Involvement of laity from ministry settings	115	21 (18.3%)	40 (34.8%)	29 (25.2%)	25 (21.7%)	$\chi 2=6.98$ df = 3
Supervised practice	116	21 (18.1%)	44 (37.9%)	22 (19.0%)	29 (25.0%)	$\chi 2=11.66$* df = 3
Qualifying exams	112	9 (8.0%)	33 (29.5%)	30 (26.8%)	40 (35.7%)	$\chi 2=19.07$* df = 3
Course exams	111	6 (5.4%)	27 (24.3%)	31 (27.9%)	47 (42.3%)	$\chi 2=30.80$* df = 3
Learning contracts	101	5 (5.0%)	24 (23.8%)	23 (22.8%)	49 (48.5%)	$\chi 2=38.84$* df = 3

When asked how valuable the structures and methodologies used and emphasized in the D.Min. program were to the respondents (Table 21), the major 5 structures and methodologies of "great value" were: 1) Faculty lectures (N=78, 61.4%), 2) Seminars (N=62, 53.0%), 3) Analysis/evaluation of ministry settings (N=62, 50.0%), 4) Library research (N=48, 39.0%), and 5) Case studies (N=42, 35.0%).

The major 5 structures and methodologies, used and emphasized in the D.Min. program, of "some value" to the respondents were: 1) Library research (N=46; 37.4%), 2) Faculty lectures (N=46; 36.2%), 3) Case studies (N=43; 35.8%), 4) Analysis/evaluation of ministry settings (N=43; 34.7%), and 5) Peer or collegial learning (N=42; 35.6%).

The major 5 structures and methodologies of "no value" to the respondents were: 1) Learning contracts (N=49; 48.5%), 2) Course exams (N=47; 42.3%), 3) Qualifying exams (N=40; 35.7%), 4) Supervised practice (N=29; 25.0%), and 5) Involvement of laity from ministry settings (N=25; 21.7%).

The chi-square values of all items in Table 21, except for "Involvement of laity from ministry settings" ($\chi 2=6.98$; df=3) and "colleague/support group" (($\chi 2=2.45$; df=3), are statistically significant. The observed distributions of responses in Table 21, in most items, depart significantly from the distributions of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. The observed distributions, therefore, cannot be attributed to chance.

Table 22

Overall Quality of Teaching of Full-time and Adjunct D.Min. Faculty at DTS.

Teaching quality of	N	Excellent	Good	Fair	Poor	Chi Square
Full-time D.Min. faculty	130	104 (80.0%)	23 (17.7%)	3 (2.3%)	0 (0.0%)	$\chi 2$=132.02* df = 2
Adjunct D.Min. faculty	128	73 (57.0%)	39 (30.5%)	13 (10.2%)	3 (2.3%)	$\chi 2$=91.63* df = 3

Regarding teaching quality of full-time and adjunct D.Min. faculty, 104 respondents (80.0%) rated full-time D.Min. faculty as “excellent” and 73 respondents (57.0%) gave a rating of “excellent” to adjunct faculty, 23 respondents (17.7%) rated full-time faculty “good” and 39 respondents (29.8%) gave a rating of “good” to adjunct faculty.

None of the respondents rated full-time faculty as “poor;” 3 respondents (2.3%) gave a rating of “poor” to adjunct faculty. Three respondents (2.3%) rated full-time faculty “fair”; 13 respondents (10.2%) rated adjunct faculty “fair.”

The chi-square values of both items are statistically significant. The observed distributions of responses in Table 22 depart significantly from the distributions of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. The observed distributions, therefore, cannot be attributed to chance.

Table 23

DTS Departmental Rules About Completion of Assignments Within Specified Time and Maximum Period of Time One Can Spend in Various D.Min. Program Phases.

Assignment Rules	Observed N	Percent	Expected N
Usually enforced	82	63.6	32.3
Always strictly enforced	39	30.2	32.3
Enforced in some courses or areas; not in others	4	3.1	32.3
Rarely enforced and/or easily waived/extended	4	3.1	32,3
Total	129	100.0	129.2

$\chi 2 = 127.65^{*}$; df = 3

Of the 129 participants responding to the question regarding the departmental rules about completion of assignments within specified times and maximum periods of time one can spend in various D.Min. program phases, 82 respondents (63.6%) said the rules were “usually enforced,” 39 respondents (30.2%) said the rules were “always strictly enforced,” 4 respondents (3.1%) said they were “enforced in some courses or areas; not in others,” and the same number of respondents (N=4; 3.1%) said they were “rarely enforced and/or easily waived/extended.”

The chi-square value of 127.65 is statistically significant. The observed

distribution of responses in Table 23 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. The observed distribution, therefore, cannot be attributed to chance.

Table 24

Size of Typical D.Min. Class at DTS.

Class size	Observed N	Percent	Expected N
About right	125	95.4	65.5
Too large	6	4.6	65.5
Total	131	100.0	131.0

$\chi 2 = 108.10^{*}$; df = 1

Of the 131 respondents to this probe, a majority (N=125; 95.4%) said the class size for a typical D.Min. course was “about right”; 6 respondents (4.6%) said it was “too large.”

Theoretically, the expected N distribution of respondents would be 65.5 in each of the 2 categories. The chi-square value of 108.10 is statistically significant. The observed distribution of responses in Table 24 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. The observed distribution, therefore, cannot be attributed to chance.

Table 25

DTS D.Min. Alumni's Opinions About Allowing Non-D.Min. Students into D.Min. Courses.

Non-D.Min. students	Observed N	Percent	Expected N
No, never	64	48.9	43.7
Yes, in some courses	63	48.1	43.7
Yes, in all courses	4	3.1	43.7
Total	131	100.0	131.1

$\chi 2 = 54.06^{*}$; df = 2

When asked if non-D.Min. students should be allowed into D.Min. courses, of the 131 respondents, almost half of the respondents (N=64, 48.9%) said, "No, never"; almost the same number (N-63, 48.1%) said, "yes, in some courses." Four respondents (3.1%) said, "Yes, in all courses," non-D.Min. students should be allowed into D.Min. courses.

Theoretically, the expected N distribution of respondents would be 43.7 in each of the 3 categories. The chi-square value of 54.06 is statistically significant. The observed distribution of responses in Table 25 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. The observed distribution, therefore, cannot be attributed to chance.

Table 26

Comparison of Difficulty of D.Min. Courses at DTS With Advanced Th.M./M.Div. Courses.

Course Difficulty	Observed N	Percent	Expected N
D.Min. courses had same difficultly as Th.M./M.Div.	60	46.1	43.3
D.Min. courses were more difficult than Th.M./M.Div.	37	28.5	43.3
D.Min. courses were less difficult than Th.M./M.Div.	33	25.4	43.3
Total	130	100.0	129.9

$\chi 2 = 9.80^{*}$; df = 2

Of the 130 respondents who gave their opinion about the difficulty of courses, 60 respondents (46.1%) said the difficulty of their D.Min. courses was the "same as Th.M./M.Div. courses," 37 respondents (28.5%) said their D.Min. courses were "more difficult than Th.M./M.Div. courses," and 33 respondents (25.2%) said their D.Min. courses were "less difficult compared to Th.M./M.Div. courses."

The chi-square value of 9.80 is statistically significant. The observed distribution of responses in Table 26 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. The observed distribution, therefore, cannot be attributed to chance.

Table 27

Level of Priority D.Min. Program and Students at DTS Received from Faculty and Administration.

Level of priority	N	Highest	High	Moderate	Low	Lowest	Chi Square
Faculty	130	23 (17.7%)	74 (56.9%)	26 (20.0%)	7 (5.4%)	0 (0.0%)	χ^2=77.08* df = 3
Administration	129	12 (9.3%)	58 (45.0%)	41 (31.8%)	17 (13.2%)	1 (0.8%)	χ^2=83.36* df = 4

When asked to share their perceptions of the level of priority the faculty gave to the D.Min. program and its students, 23 respondents (17.7%) said it was “highest”; 74 respondents (56.9%) said it was “high”; 26 respondents (20.0%) said it was “moderate”; 7 respondents (5.4%) said it was “low.”

While sharing their perceptions of the level of priority the administration gave to the D.Min. program and its students, 12 respondents (9.3%) said it was “highest”; 58 respondents (45.0%) said it was “high”; 41 respondents (31.8%) said it was “moderate”; 17 respondents (13.2%) said it was “low”; 1 respondent (0.8%) said it was “lowest.”

The chi-square values of both items are statistically significant. The observed distributions of responses in Table 27 depart significantly from the distributions of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. The observed distributions, therefore, cannot be attributed to chance.

Table 28

Ease of Obtaining Reading Materials for DTS D.Min. Courses and D.Min. Major Project or Thesis.

Reading materials for	N	Usually Easy	Mixed	Usually Difficult	Chi Square
D.Min. courses	130	104 (80.0%)	23 (17.7%)	3 (2.3%)	$\chi 2=132.02^*$ df = 2
D.Min. major project/Thesis	128	73 (57.0%)	39 (29.8%)	13 (10.2%)	$\chi 2=91.63^*$ df = 3

When asked to describe the ease with which they were able to obtain the necessary reading materials for their D.Min. course work, 104 respondents (80.0%) said it was “usually easy,” 3 respondents (2.3%) said it was “usually difficult,” and 23 respondents (17.7%) said it was a “mixed” experience.

When asked to describe the ease with which they were able to obtain the necessary reading materials for their D.Min. major projects or theses, 73 respondents (57.0%) said it was “usually easy,” 13 respondents (10.2%) said it was “usually difficult,” and 39 respondents (29.8%) said it was a “mixed” experience.

The chi-square values for both items are statistically significant. The observed distributions of responses in Table 28 depart significantly from the distributions of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. The observed distributions, therefore, cannot be attributed to chance.

Table 29

DTS D.Min. Alumni Use of Various Library Sources for Working on Their D.Min. Major Projects or Theses.

Library source	N	Much Use	Some Use	Little Use	No Use	Chi Square
Personal library	131	58 (44.3%)	53 (40.5%)	17 (13.0%)	3 (2.3%)	$\chi 2=66.59^*$ df = 3
Nearby seminary or college library	130	39 (30.0%)	38 (29.2%)	22 (16.9%)	31 (23.8%)	$\chi 2=5.69$ df = 3
DTS libraries on campus	131	28 (21.4%)	41 (31.3%)	35 (26.7%)	27 (20.6%)	$\chi 2=3.93$ df = 3
Public library	129	13 (10.1%)	33 (25.6%)	33 (25.6%)	50 (38.8%)	$\chi 2=21.30^*$ df = 3

When asked about the use of various libraries during the process of working on their D.Min. major projects or theses, 58 respondents (44.3%) said they made “much use” of their personal library, 39 respondents (30.3%) said the same about nearby seminary or Bible college libraries, 28 respondents (21.4%) made “much use” of DTS libraries on campus, and 13 respondents (10.1%) made “much use” of public libraries.

Fifty-three respondents (40.5%) made “some use” of personal libraries; 41 respondents (31.3%) made “some use” of DTS libraries on campus; 38 respondents (29.2%) made “some use” of nearby seminary or Bible college libraries; and 33 respondents (25.6%) made “some use” of public libraries.

The respondents who did not use libraries at all were: 1) those who did not use public libraries (N=50; 38.8%), 2) those who did not use nearby seminary or Bible college libraries (N=31; 23.8%), 3) those who did not use DTS libraries on campus (N=27; 20.6%), and 4) Those who did not use their personal library (N=3; 2.3%).

The chi-square values in Table 29 for use of “personal library” ($\chi 2=66.59$) and “public libraries” ($\chi 2=21.30$) are statistically significant. This indicates that the observed distributions of responses for these 2 categories in Table 29 depart significantly from the distributions of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. The observed distributions, therefore, cannot be attributed to chance.

The chi-square values for use of “nearby seminary or Bible college libraries” ($\chi 2=5.69$) and “DTS libraries on campus” ($\chi 2=3.93$) are not statistically significant. With 3 degrees of freedom, a critical chi-square value of 7.81 was required for statistical significance at the .05 alpha level (Snedecor & Cochran, 1980). This indicates goodness of fit between the observed distributions of responses in Table 29 and the distributions of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category.

Table 30

Extent to Which the Following Resources were Used/Relied Upon While Formulating, Implementing, and Writing D.Min. Major Project or Thesis at DTS.

Type of resources	N	Much	Some	Little	None	Chi Square
Personal faith commitments & values	130	85 (65.4%)	38 (29.2%)	6 (4.6%)	1 (0.8%)	$\chi 2=137.88^*$ df = 3
Understanding of own ministry setting & role	130	78 (60.0%)	33 (25.4%)	16 (12.3%)	3 (2.3%)	$\chi 2=98.86^*$ df = 3
The Bible and methods of Biblical study	131	75 (57.3%)	40 (30.5%)	12 (9.2%)	4 (3.1%)	$\chi 2=94.50^*$ df = 3
Consultation with other minister(s)	130	57 (43.8%)	35 (26.9%)	25 (19.2%)	13 (10.0%)	$\chi 2=32.09^*$ df = 3
Own past experiences in similar ministry settings	130	49 (37.7%)	47 (36.2%)	27 (20.8%)	7 (5.4%)	$\chi 2=35.79^*$ df = 3
Theory & methods from the human sciences	129	47 (36.4%)	44 (34.1%)	19 (14.7%)	19 (14.7%)	$\chi 2=21.92^*$ df = 3
Consultation with other professional(s)	131	46 (35.1%)	44 (33.6%)	21 (16.0%)	20 (15.3%)	$\chi 2=18.41^*$ df = 3
Consultation with laity in ministry setting	131	33 (25.2%)	46 (35.2%)	25 (19.1%)	27 (20.6%)	$\chi 2=8.21^*$ df = 3
Prayer and meditation	130	32 (24.6%)	53 (40.8%)	38 (29.2%)	7 (5.4%)	$\chi 2=33.88^*$ df = 3
Examples/idea from church history/tradition	130	22 (16.9%)	48 (36.9%)	38 (29.2%)	22 (16.9%)	$\chi 2=15.11^*$ df = 3
Content and methods of theology and ethics	130	20 (15.4%)	40 (30.8%)	48 (36.9%)	22 (16.9%)	$\chi 2=17.32^*$ df = 3
Literature, philosophy, the arts	130	17 (13.1%)	26 (20.0%)	44 (33.8%)	43 (33.1%)	$\chi 2=16.15^*$ df = 3

In response to the question, “In formulating, implementing and writing your major project or thesis, to what extent did you draw on each of the following

types of resources?" (Table 30), the major 5 resources the respondents "much" used/relied upon were: 1) Personal faith commitments and values (N=85; 65.4%), 2) Understanding of own ministry setting and role in it (N=78; 60.0%), 3) The Bible and methods of Biblical study (N=75; 57.3%), 4) Consultation with other minister(s) (N=57; 43.8%), and 5) Own past experiences in similar ministry situation (N=49; 37.7%).

The major 5 resources (Table 30) the respondents used/replied upon "some," were: 1) Prayer and meditation (N=53; 40.8%), 2) Examples/ideas from church history/tradition (N=48; 36.9%), 3) Own past experiences in similar ministry situation (N=47; 36.2%), 4) Consultation with laity in ministry setting (N=46; 35.2%), and 5) Theory and methods from the human sciences (N=44; 34.1%).

The major 5 resources "not used/relied upon" at all by respondents were: 1) Literature, philosophy, the arts (N=43; 33.1%), 2) Consultation with laity in ministry settings (N=27; 20.6%), 3) Content and methods of theology and ethics (N=22; 16.9%), 4) Examples/ideas from the history and tradition of the church (N=22; 16.9%), and 5) Consultation with other professional(s) (N=20; 15.3%).

The chi-square values of all items are statistically significant. The observed distributions of responses in Table 30 depart significantly from the distributions of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. The observed distributions, therefore, cannot be attributed to chance.

Table 31

Rate the Preparation the DTS D.Min. Program Provided to Undertake the D.Min. Major Project or Thesis.

Preparation	N	Excellent	Good	Fair	Poor	Chi Square
Preparation by D.Min. program to undertake major project or thesis	131	43 (32.8%)	59 (45.1%)	24 (18.3%)	5 (3.8%)	$\chi 2=50.10$* df = 3

When asked to rate the preparation their D.Min. program provided to undertake their D.Min. major projects or theses, of the 131 respondents, 43 respondents (32.8%) rated the preparation as “excellent,” 59 respondents (45.1%) rated the preparation as “good, 24 respondents (18.3%) rated it as “fair,” and 5 respondents (3.8%) said the preparation was “poor.”

The chi-square value of 50.10 is statistically significant. The observed distribution of responses in Table 31 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. The observed distribution, therefore, cannot be attributed to chance.

Table 32

Extent to Which the Following Resources were Consulted While Preparing the Major Project or Thesis at DTS.

Type of resources consulted	N	Much	Some	Little	None	Chi Square
Original sources and texts	131	56 (42.7%)	40 (30.5%)	24 (18.3%)	11 (8.4%)	$\chi 2=34.89^*$ df = 3
General works on ministry & theology (non-scholarly)	131	53 (40.5%)	55 (42.0%)	14 (10.7%)	9 (6.9%)	$\chi 2=55.60^*$ df = 3
Scholarly secondary literatures	131	53 (40.5%)	52 (39.7%)	19 (14.5%)	7 (5.3%)	$\chi 2=49.86^*$ df = 3

The sources/texts the respondents consulted “much” in preparation of their D.Min. major projects or theses were: 1) Original sources and texts (N=56; 42.7%), 2) Non-scholarly general works on ministry and theology (N=53; 40.5%), and 3) Scholarly secondary literature (N=53; 40.5%).

The sources/texts the respondents consulted “some” in preparation of their D.Min. major projects or theses were: 1) Non-scholarly general works on ministry and theology (N=55; 42.0%), 2) Scholarly secondary literature (N=23; 39.7%), and 3) Original sources and texts (N=40; 30.5%).

The sources/texts “not consulted” by the respondents in preparation of their D.Min. major projects or theses were: (Table 32): 1) Original sources and texts (N=11; 8.4%), 2) Non-scholarly general works on ministry and theology (N=9; 6.9%%), and 3) Scholarly secondary literature (N=7; 5.3%).

The chi-square values of all items are statistically significant. The

observed distributions of responses in Table 32 depart significantly from the distributions of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. The observed distributions, therefore, cannot be attributed to chance.

Table 33

Extent of Difficulty in Staying on Schedule at Differing Phases in the D.Min. Program at DTS.

Areas of difficulty	N	Great Difficulty	Some Difficulty	Little Difficulty	No Difficulty	Chi Square
While writing the major project or thesis	129	36 (27.9%)	51 (39.5%)	22 (17.1%)	20 (15.5%)	$\chi 2=19.25^*$ df = 3
While preparing for a major project or thesis proposal	131	16 (12.2%)	62 (47.3%)	27 (20.6%)	26 (19.8%)	$\chi 2=37.09^*$ df = 3
While taking required D.Min. courses	129	5 (3.9%)	45 (34.9%)	30 (23.3%)	49 (38.0%)	$\chi 2=36.92^*$ df = 3
While preparing for and taking qualifying exams	106	1 (0.9%)	13 (12.3%)	34 (32.1%)	58 (54.7%)	$\chi 2=70.98^*$ df = 3

Regarding the extent of difficulty of staying on schedule at various phases of their D.Min. program, 36 respondents (27.9%) had “great difficulty” writing their major project or thesis, 16 respondents (12.2%) had “great difficulty” preparing for their major project or thesis proposal, and 5 respondent (3.9%) had “great difficulty” taking required D.Min. courses.

The areas involving “some difficulty” of staying on schedule at various phases of respondents’ D.Min. program were (Table 33): 1) preparing for their

major project or thesis proposal (N=62; 47.3%), 2) writing major project or thesis (N=51; 39.5%), 3) taking required D.Min. courses (N=45; 34.9%), and 4) preparing for and taking qualifying exams (N=13; 12.3%).

The areas involving “little difficulty” of staying on schedule at various phases of respondents’ D.Min. program were (Table 33): 1) preparing for and taking qualifying exams (N=34; 31.1%), 2) taking required D.Min. courses (N=30; 23.3%), 3) preparing for their major project or thesis (N=27; 20.6%), and 4) writing major project or thesis proposal (N=22; 15.5%).

The areas involving “no difficulty” of staying on schedule at various phases of respondents D.Min. program were (Table 33): 1) preparing for and taking qualifying exams (N=58; 54.7%), 2) taking required courses (N=49; 38.0%), 3) preparing for their major project or thesis proposal (N=26; 19.8%), and 4) writing major project or thesis (N=20; 15.5%).

The chi-square values of all items are statistically significant. The observed distributions of responses in Table 33 depart significantly from the distributions of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. The observed distributions, therefore, cannot be attributed to chance.

Table 34

Extent to Which the Following Effects Occurred During DTS D.Min. Alumni's D.Min. Studies at DTS.

Effects during D.Min. studies	N	Much	Some	Little	None	Chi Square
Experienced renewed commitment to job	131	61 (46.6%)	58 (44.3%)	10 (7.6%)	2 (1.5%)	$\chi 2=88.51^*$ df = 3
Developed creative solutions to big problems	131	41 (31.3%)	58 (44.3%)	24 (18.3%)	8 (6.1%)	$\chi 2=42.59^*$ df = 3
Discovered new capacity for critical inquiry	131	38 (29.0%)	65 (49.6%)	20 (15.3%)	8 (6.1%)	$\chi 2=56.27^*$ df = 3
Discovered new depth of collegial support	130	20 (15.4%)	47 (36.2%)	41 (31.5%)	22 (16.9%)	$\chi 2=16.89^*$ df = 3
Became distracted from job due to study demands	131	9 (6.9%)	64 (48.9%)	42 (32.1%)	16 (12.2%)	$\chi 2=58.22^*$ df = 3
Had difficulty meeting academic demands	131	5 (3.8%)	36 (27.5%)	54 (41.2%)	36 (27.5%)	$\chi 2=37.95^*$ df = 3
Developed conflict(s) in ministry setting	129	3 (2.3%)	11 (8.5%)	25 (19.4%)	90 (69.8%)	$\chi 2=145.57^*$ df = 3
Developed problems in personal/family life	131	2 (1.5%)	13 (9.9%)	28 (21.4%)	88 (67.2%)	$\chi 2=134.68^*$ df = 3

Concerning the extent to which various effects were relevant to the respondents during their involvement in the D.Min. program at DTS, the major 5 areas of "much effect" experienced by the respondents involved: 1) Renewed commitment to job (N=61; 46.6%), 2) Developing creative solutions to significant problems/conflicts in ministry setting (N=41; 31.3%), 3) Discovery of new capacity for critical inquiry (N=38; 29.0%), 4) Discovery of new depth of collegial

support (N=20; 15.4%), and 5) Becoming distraction from job due to the demands of the D.Min. program (N=9; 6.9%).

The major 5 areas in which the respondents experienced “some effect” during their D.Min. studies included (Table 34): 1) Discovery of new capacity for critical inquiry (N=65; 49.6%), 2) Becoming distracted from job due to the demands of the D.Min. program (N=64; 48.9%), 3) Developing creative solutions to significant problems/conflicts in ministry setting (N=58; 44.3%), 4) Renewed commitment to job (N=58; 44.3%), 5) Discovery of new depth of collegial support (N=47; 36.2%).

The major 5 areas in which the respondents experienced “no effect” during their D.Min. studies included (Table 34): 1) Developing conflict(s) in ministry setting traceable to D.Min. studies (N=90; 69.8%), 2) Developing personal/family problems traceable to D.Min. studies (N=88; 67.2%), 3) Having difficulty meeting academic demands and requirements (N=36; 27.5%), 4) Discovery of new depth of collegial support (N=22; 16.9%), and 5) Becoming distracted from job due to the demands of the D.Min. program (N=16; 12.2%).

The chi-square values of all items are statistically significant. The observed distributions of responses in Table 34 depart significantly from the distributions of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. The observed distributions, therefore, cannot be attributed to chance.

Table 35

Extent to Which DTS D.Min. Alumni's Congregations or Ministry Settings were Affected During Their D.Min. Studies at DTS.

Affected areas	N	Improved / Increased	Stayed the same	Declined / worsened	Chi Square
Clarity of purpose of the ministry setting	130	86 (66.2%)	39 (30.0%)	5 (3.8%)	$\chi 2=76.35^*$ df = 2
Quality of programs	131	77 (58.8%)	47 (35.9%)	7 (5.3%)	$\chi 2=56.49^*$ df = 2
Organizational effectiveness	128	65 (50.8%)	56 (43.8%)	7 (5.5%)	$\chi 2=45.67^*$ df = 2
Lay involvements	130	57 (43.8%)	71 (54.6%)	2 (1.5%)	$\chi 2=61.40^*$ df = 2
Morale in the ministry setting	131	50 (38.2%)	69 (52.7%)	12 (9.2%)	$\chi 2=38.58^*$ df = 2
Number of programs	128	47 (36.7%)	77 (60.2%)	4 (3.1%)	$\chi 2=63.11^*$ df = 2
Quality of relationships	131	44 (33.6%)	77 (58.8%)	10 (7.6)	$\chi 2=51.41^*$ df = 2

Regarding the extent to which the respondents' congregations or ministry settings were affected during their D.Min. studies, the areas the respondents said "improved or increased" were: 1) Clarity of purpose of the ministry setting (N=86; 66.2%), 2) Quality of programs (N=77; 58.8%); 3) Organizational effectiveness (N=65; 50.8%), 4) Lay involvements (N=57; 43.8%), 5) Morale in ministry setting (N=50; 38.2%), 6) Number of programs (N=47; 36.7%); and 7) Quality of relationships in congregation or ministry setting (N=44; 33.6%).

Areas of congregations or ministry settings that “stayed the same” or were not affected during the respondents’ D.Min. studies were (Table 35): 1) Number of programs (N=77; 60.2%), 2) Quality of relationships in congregation or ministry setting (N=77; 58.8%), 3) Lay involvements (N=71; 54.6%), 4) Morale in ministry (N=69; 52.7%), 5) Organizational effectiveness (N=56; 43.8%), 6) Quality of programs (N=47; 35.9%), and 7) Clarity of purpose of the ministry setting (N=39; 30.0%).

The areas that “declined or worsened” at congregations or ministry settings during the respondents’ D.Min. studies were (Table 35): 1) Morale in ministry setting (N=12; 9.2%), 2) Quality of relationships in congregation or ministry setting (N=10; 7.6%), 3) Organizational effectiveness (N=7; 5.5%), 4) Quality of programs (N=7; 5.3%), 5) Clarity of purpose of the ministry setting (N=5; 3.8%), 6) Number of programs (N=4; 3.1%), and 7) Lay involvements (N=2; 1.5%).

The chi-square values of all items are statistically significant. The observed distributions of responses in Table 35 depart significantly from the distributions of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. The observed distributions, therefore, cannot be attributed to chance.

Table 36

Range of Age at the Time of Graduating From the DTS D.Min Program.

Age Range	Observed N	Percent	Expected N
30 to 34	3	2.3	18.7
35 to 39	26	19.8	18.7
40 to 44	42	32.1	18.7
45 to 49	29	22.1	18.7
50 to 54	21	16.0	18.7
55 to 59	8	6.1	18.7
60 or Over	2	1.5	18.7
Total	131	100.0	130.9

$\chi 2 = 72.00^*$; df = 6

Of the 131 participants responding to the item regarding their age at the time of graduation from the D.Min. program at DTS, 2.3 percent (N=3) were in the age range of 30-34 years, and 19.8 percent (N=26) were in the age range of 35-39 years. A majority of the respondents (N=42; 32.1%) were in the age range of 40-44 years, 22.1 percent (N=29) were in the age range of 45-49 years, 21 respondents (16%) were in the age range of 50-55 years, 6.1 percent (N= 8) were in the age range of 55-59 years, and 2 respondents (1.5%) were in the age range of 60 or over years.

The chi-square value of 72.00 is statistically significant. The observed distribution of responses in Table 36 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. The observed distribution, therefore, cannot be attributed to chance.

Table 37

Number of Years Taken by the DTS D.Min. Alumni to Complete Their D.Min Program at DTS.

Number of years	Observed N	Percent	Expected N
3 or less years	13	10.2	16.0
4 years	21	16.4	16.0
5 years	25	19.5	16.0
6 years	19	14.8	16.0
7 years	16	12.5	16.0
8 years	10	7.8	16.0
9 years	12	9.4	16.0
10 or more years	12	9.4	16.0
Total	128	100.0	128.0

$\chi 2 = 12.00$; df = 7

Of the 128 participants responding to the item regarding the number of years taken by them to complete their D.Min. program at DTS, 10.2 percent (N=13) completed their studies in 3 or less years, 16.4 percent (N=21) completed

their studies in 4 years, 19.5 percent (N=25) completed their studies in 5 years, 14.8 percent (N=19) completed their studies in 6 years, 12.5 percent (N=16) completed their studies in 7 years, and the rest (N=34; 26.6%) took 8 or more years to complete their D.Min. studies.

The chi-square value of 12.00 is not statistically significant. With 7 degrees of freedom, a critical chi-square value of 14.07 was required for statistical significance at .05 alpha level (Snedecor & Cochran, 1980).This indicates goodness of fit between the observed distribution of responses in Table 37 and the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category.

Table 38

DTS D.Min. Alumni's Commitment to Ordained Ministry as Their Vocation.

Commitment Level	Observed N	Percent	Expected N
Very Strong	111	84.7	32.8
Moderately Strong	13	9.9	32.8
Vacillating	6	4.6	32.8
Quite Weak	1	0.8	32.8
Total	131	100.0	131.2

$\chi 2 = 251.50^{*}$; df = 3

Regarding their commitment to ordained ministry as their vocation, no respondent indicated "no commitment." Of the 131 respondents, a majority (N=111; 84.7%) said their commitment was "very strong," 9.9 percent (N=13)

said their commitment was “moderately strong,” 4.6 percent (N=6) said their commitment was “vacillating,” and 1 respondent (0.8%) said “quite weak.”

The chi-square value of 251.50 is statistically significant. The lack of goodness-of-fit between the distributions departs significantly from the expected distribution. The observed distribution in Table 38, therefore, cannot be attributed to chance.

Table 39

The Extent of Certainty That Ordained Ministry is the Right Choice for the DTS D.Min. Alumni.

Certainty about choice	Observed N	Percent	Expected N
Very Certain	106	80.9	32.8
Moderately Certain	23	17.6	32.8
Moderately Uncertain	1	0.8	32.8
Very Uncertain	1	0.8	32.8
Total	131	100.0	131.2

$\chi 2 = 228.30^{*}$; df = 3

Of the 131 expressing the extent of certainty that ordained ministry is the right choice for them, a majority (N=106; 80.9%) were “very certain,” 17.6 percent (N=23) were “moderately certain,” 0.8 percent were “moderately uncertain” (N=1) and “very uncertain” (N=1).

The chi-square value of 228.30 is statistically significant. The observed distribution of responses in Table 39 departs significantly from the distribution of

responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. The observed distribution, therefore, cannot be attributed to chance.

Table 40

Would the DTS D.Min. Alumni Enter the Ordained Ministry Again If They Had a Choice?

Ministry Choice	Observed N	Percent	Expected N
Definitely Yes	110	84.0	32.8
Probably Yes	17	13.0	32.8
Uncertain	3	2.3	32.8
Probably No	1	0.8	32.8
Total	131	100.0	131.2

$\chi 2 = 247.60^{*}$; df = 3

Of the 131 respondents answering the question regarding entering the ordained ministry again if they had a choice, a majority (N=110; 84.0%) replied “definitely yes,” 13.0 percent (N=17) replied “probably yes,” 2.3 percent (N=3) were “uncertain,” and 1 respondent (0.8%) said “probably no.”

The chi-square value of 247.60 is statistically significant. The observed distribution of responses in Table 40 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. The observed distribution, therefore, cannot be attributed to chance.

Table 41

Assessing the Value of the D.Min. Major Project or Thesis to DTS D.Min. Alumni.

Level of value	Observed N	Percent	Expected N
Very valuable, but not the most valuable feature	64	48.9	32.7
Most valuable feature of D.Min. program	44	33.6	32.7
Somewhat valuable feature of DMin program	22	16.8	32.7
Of no value	1	0.8	32.7
Total	131	100.0	130.8

$\chi 2 = 67.99^{*}$; df = 3

Of 131 respondents assessing the value of their major project or thesis, 64 respondents (48.9%) said the major project or thesis was “very valuable, but not the most valuable feature” of their D.Min. program, 44 respondents (33.6%) said it was the “most valuable feature of their D.Min. program,” 22 respondents (16.8%) said it was “somewhat valuable feature of their D.Min. program,” and 1 respondent (0.8%) said it was of “no value.”

The chi-square value of 67.99 is statistically significant. The observed distribution of responses in Table 41 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. The observed distribution, therefore, cannot be attributed to chance.

Table 42

Extent to Which the Skills and Abilities Required to Complete Their Major Project or Thesis at DTS are Being Used in Continuing Ministry by the D.Min. Alumni.

Use of skills/abilities	Observed N	Percent	Expected N
To a great extent	58	44.6	32.5
To some extent	58	44.6	32.5
Of little use	11	8.5	32.5
Of no use at all	3	2.3	32.5
Total	130	100.0	130.0

$\chi 2 = 81.02^*$; df = 3

When asked to what extent the skills and abilities required to complete their D. Min. major project or thesis are being used in their continuing ministry, of the 130 respondents, 58 respondents (44.6%) said they are being used “to a great extent,” and the same number of respondents (N=58; 44.6%) said they are being used “to some extent.” Eleven respondents (8.5%) said they are “of little use” and 3 respondents (2.3%) said they are “of no use at all” in their continuing ministry.

The chi-square value of 81.02 is statistically significant. The observed distribution of responses in Table 42 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. The observed distribution, therefore, cannot be attributed to chance.

Table 43

Extent to Which the Following Changes Have Occurred in DTS D.Min. Alumni As a Result of Participating in the D.Min. Program at DTS.

Areas of change	N	Great Change	Moderate Change	A Little Change	No Change	Chi Square
Gained understanding of theology of ministry	130	66 (50.8%)	51 (39.2%)	12 (9.2%)	1 (0.8%)	$\chi 2=88.52^*$ df = 3
Gained understanding of how churches work	131	49 (37.4%)	51 (38.9%)	26 (19.8%)	5 (3.8%)	$\chi 2=43.14^*$ df = 3
Gained increased self-awareness	131	48 (36.6%)	55 (42.0%)	24 (18.3%)	4 (3.1%)	$\chi 2=49.79^*$ df = 3
Have a greater self-confidence	131	47 (35.9%)	64 (48.9%)	18 (13.7%)	2 (1.5%)	$\chi 2=71.53^*$ df = 3
Increased your ability to analyze problems	131	45 (34.4%)	59 (45.0%)	26 (19.8%)	1 (0.8%)	$\chi 2=57.79^*$ df = 3
Have a renewed commit-ment to your present job	130	45 (34.6%)	49 (37.7%)	25 (19.2%)	11 (8.5%)	$\chi 2=29.14^*$ df = 3
Became a better teacher	131	44 (33.6%)	59 (45.0%)	23 (17.6%)	5 (3.8%)	$\chi 2=51.32^*$ df = 3
Increased your ability to evaluate programs	131	44 (33.6%)	51 (38.9%)	26 (19.8%)	10 (7.6%)	$\chi 2=31.23^*$ df = 3
Gained intellectual sophistication	131	42 (32.1%)	69 (52.7%)	19 (14.5%)	1 (0.8%)	$\chi 2=79.29^*$ df = 3
Became a better preacher	131	40 (30.5%)	57 (43.5%)	27 (20.6)	7 (5.3%)	$\chi 2=40.82^*$ df = 3
Have greater appetite for reading and study	131	39 (29.8%)	58 (44.3%)	27 (20.6%)	7 (5.3%)	$\chi 2=41.92^*$ df = 3
Gained increased spiritual depth	131	36 (27.5%)	54 (41.2%)	38 (29.9%)	3 (2.3%)	$\chi 2=41.98^*$ df = 3
Increased your ability to evaluate performance	131	36 (27.5%)	57 (43.5%)	35 (26.7%)	3 (2.3%)	$\chi 2=45.46^*$ df = 3

Table 43 (Continued)

Areas of change	N	Great Change	Moderate Change	A Little Change	No Change	Chi Square
Gained increased capacity for theological reflection	131	35 (26.7%)	68 (51.9%)	28 (21.4%)	0 (0.0%)	$\chi 2=20.90^*$ df = 2
Became better at management	131	34 (26.0%)	58 (44.3%)	25 (19.1)	14 (10.7%)	$\chi 2=32.08^*$ df = 3
Increased skills as a spiritual director/guide	131	33 (25.2%)	55 (42.0%)	35 (26.7%)	8 (6.1%)	$\chi 2=33.98^*$ df = 3
Improved your skills in program development	131	32 (24.4%)	42 (32.1%)	41 (31.3%)	16 (12.2%)	$\chi 2=13.28^*$ df = 3
Improved your worship leadership	131	30 (22.9%)	33 (25.2%)	38 (29.0%)	30 (22.9%)	$\chi 2=1.31$ df = 3
Increased your ability to set priorities	131	29 (22.1%)	60 (45.8%)	37 (28.2%)	5 (3.8%)	$\chi 2=47.19^*$ df = 3
Increased ability to relate to other professions	131	27 (20.6%)	42 (32.1%)	38 (29.0%)	24 (18.3%)	$\chi 2=6.80$ df = 3
Became a more effective leader in the community	130	27 (20.8%)	30 (23.1%)	46 (35.4%)	27 (20.8%)	$\chi 2=7.66$ df = 3
Increased involvement in denominational activities	131	20 (15.3%)	22 (16.8%)	35 (26.7%)	54 (41.2%)	$\chi 2=22.44^*$ df = 3
Became restless and sought/seeking new job	129	18 (14.0%)	14 (10.9%)	23 (17.8%)	74 (57.4%)	$\chi 2=73.33^*$ df = 3
Improved your counseling abilities	130	14 (10.8%)	44 (33.8%)	42 (32.3%)	30 (23.1)	$\chi 2=17.57^*$ df = 3
Became weary of studies	129	06 (4.7%)	18 (14.0%)	47 (36.4%)	58 (45.0%)	$\chi 2=54.97^*$ df = 3

When asked to assess personal changes that occurred as a result of participating in the D.Min. program at DTS, the major 10 areas of “great change” listed by the respondents were: 1) Gained clearer understanding of theology of ministry (N=66; 50.8%), 2) Gained a deeper understanding of how

churches/organizations work (N=49; 37.4%), 3) Gained increased self-awareness (N=48; 36.6%), 4) Have a greater self-confidence (N=47; 35.9%), 5) Increased ability to analyze problems that arise in ministry (N=45; 34.4%), 6) Have a renewed commitment to present job (N=45; 34.6%), 7) Became a better teacher (N=44; 33.6%), 8) Increased ability to evaluate programs at congregation or ministry setting (N=44; 33.6%), 9) Gained increased intellectual sophistication (N=42; 32.1%), and 10) Became a better preacher (N=40; 30.5%).

The responses on major 10 areas under “moderate changes” in Table 43 were in similar areas as in “great change.”

The major 10 areas in Table 43 in which “no change” had occurred as a result of their participation in the D.Min. program at DTS, was selected by the respondents were: 1) Became restless and sought (or are seeking) a new job (N=74; 57.4%), 2) Became weary of studies (N=58; 45.0%), 3) Increased involvement in denominational activities, or consulting with other churches (N=54; 41.2%), 4) Improved counseling abilities (N=30; 23.1%), 5) Improved worship leadership (N=30; 22.9%), 6) Became a more effective leader in the community (N=27; 20.8%), 7) Increased ability to relate to other professions (N=24; 18.3%), 8) Improved skills in program development (N=16; 12.2%), 9) Became better at management (N=14; 10.7%), and 10) Increased skills as a spiritual director/guide (N=8; 6.1%).

The responses on the major 10 areas under “a little change” in Table 43 were in similar areas as in the above “no change” categories.

The chi-square values of all items in Table 43 are statistically significant except for 2 items: 1) Increased ability to relate to other professions ($\chi 2=6.80$; df=3); and 2) Became a more effective leader in the community ($\chi 2=7.66$; df=3). The observed distributions of responses in most cases in Table 43 depart significantly from the distributions of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. The observed distributions, therefore, cannot be attributed to chance.

Table 44

Decision DTS D.Min. Alumni Would Make About Enrolling in a D.Min. Program If Doing It All Over Again.

D.Min. Enrollment	Observed N	Percent	Expected N
Enroll in the same D.Min. program at DTS	117	89.3	43.7
Enroll in D.Min. program at another institution	10	7.6	43.7
Not enroll in any D.Min. program	4	3.1	43.7
Total	131	100.0	131.1

$\chi 2 = 185.15$*; df = 2

When asked what decision the respondents would make about their D.Min. enrollment if they had to do it all over again, of the 131 respondents, a majority (N=117; 89.3%) would “enroll in the same D.Min. program at DTS,” 10

respondents (7.6%) would “enroll in a D.Min. program at another institution,” and 4 (3.1%) respondents would “not enroll in any D.Min. program.”

The chi-square value of 185.15 is statistically significant. The observed distribution of responses in Table 44 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. The observed distribution, therefore, cannot be attributed to chance.

Table 45

DTS D.Min. Alumni’s Levels of Innovation Throughout Their Ministerial Career.

Level of innovation	Observed N	Percent	Expected N
Moderately Innovative	76	58.0	32.8
Highly Innovative	35	26.7	32.8
Slightly Innovative	16	12.2	32.8
Stuck to Traditional Methods	4	3.1	32.8
Total	131	100.0	131.2

$\chi 2 = 91.08^{*}$; df = 3

When asked to describe how innovative they had been throughout their ministerial careers, of the 131 respondents, a majority (N=76; 58.0%) said they had been “moderately innovative,” 26.7 percent (N=35) said they had been “highly innovative,” 12.2 percent (N=16) said they had been “slightly innovative,” and 4 respondents (3.1%) said they had generally “stuck to traditional methods.”

The chi-square value of 91.08 is statistically significant. The observed

distribution of responses in Table 45 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. The observed distribution, therefore, cannot be attributed to chance.

Table 46a

Unedited Comments of DTS D.Min. Alumni Regarding the Strengths of the D.Min. Program at DTS: Pertaining to D.Min. Department or DTS Administration, Campuses, and Overall Structure of the D.Min. Program or DTS as an Institution.

"A solid evangelical program with excellent instructors."

"Biblical teaching, quality professors experienced in scholarship & ministry equally."

"Biblical/theological commitment. Flexibility in design. Connection to current or future ministry. Interaction with students who have significant ministry experience."

"Commitment to scripture."

"Commitment to sound theological and biblical basis. Good interaction in class setting."

"Convenient to obtain. Reputation of Dallas generally."

"DTS reputation/integrity/orthodoxy. Collegial spirit/networking among student. Profs. Self-assessment and career counseling."

"It was very workable for me."

"Its high academic standards and professional rigor."

“Location, facilities, and faculty. Periodic adjustments to workload required—to bring them within reason.”

“Personal concern—almost like family. Campus size—big enough, not too big. Peers—quality of students. Faculty.”

“Pre-mil, pre-trib, dispensational emphasis. Choice of electives. Dr. Frank Wickern created an interest in counseling ministry.”

“Research, reports, learning from each other with guidance of experts.”

“Research, seminars, pastoral skills.”

“Rigorous, biblically sound, the faculty.”

“Small classes, excellent professors who are actively involved in ministry. Academically rigorous, but practical.”

“Specialization.”

“Staff support & availability. Courses offered. Quality instructors.”

“Still the most in-depth. Willing to approach things biblically. DTS faculty. Wide variety of courses. Practical help—filling in gaps—definitely available.”

“Strong emphasis on Bible and practical theology in ministry setting.”

“Strong on Biblical content, admission process. Shared experience/value of students.”

“Structure/format, variety of emphasis, quality of instructors, limited class size for interaction, relationship with fellow students.”

“The requirements and serious professional approach.”

“Theological & professional integrity. Authenticity & vulnerability of Profs.”

“Theological oneness. A serious and committed faculty with truly biblical base. A long history of equipping pastors and Christian workers to proclaim God’s word. Good on-campus facilities for class work.”

“Unified theological perspective, unified method to move from exegesis to sermon, good professors, good campus.”

“Varity, diversity, to best serve candidates. Loan fund is great. Quality faculty whose rapport with students is humble, unassuming,, supportive, and peer esteeming. Usually good choice of reading material. Stimulating class content; balanced course requirements.”

Table 46b

Unedited Comments of DTS D.Min. Alumni Regarding the Strengths of the D.Min. Program at DTS: Pertaining to Curriculum, Courses, Content, and Major Project or Thesis of the D.Min. Program.

“Academic requirements for each class. Faculty supervision of D.Min. project. Interaction with pastors on ministry issues.”

“Broad offerings, good faculty.”

“Clear expectations (of course requirements) excellent instruction by professionals. Patience (of instructors, who were very kind). Encouragement.”

“Courses in Bible, Theology and History, and ministry skills were attractive and unique.”

“Courses which are designed for people in ministry. Personal involvement and interest by faculty. Outstanding leadership (John Reed & Tom Constable).”

“Demands of courses. Some excellent teachers. Freedom to be semi-creative.”

“Emphasis on research. Off campus study centers. One-week seminar format. Dorm experience with other students.”

“Geared for primarily white pastors serving the churches of the dominant culture. Faculty members are excellent/knowledgeable. Satellite locations.”

“I appreciated the high expectations, caring and professional faculty and the balance of the program. Extensive reading before the class was invaluable.”

“Most valuable class pertained to ‘The Military Leader’, ‘Developing Lay Leadership in Church.’ Both were desperately needed.”

“Multiple selections of courses. Distinguished DTS faculty to teach some courses. Hiring Keith Willhite to bring direction to program. Library facility for research.”

“Practical courses were generally very good, theological/Biblical were not as good. Challenging, convenient, flexible.”

“Practical courses with a wide range of selection for ministry focus.”

“Quality of courses, instructors, and students.”

“Seminar format; student interaction; professors.”

“Smaller classes, focused subjects of practical interests and application. Freedom to do specialize project of interest and application. Camaraderie with fellow students. More discussion vs. lecture.”

“The class lectures oral. The assigned reading and the assignment.”

“The content of the courses and the competence of the teachers.”

“The curriculum was very appealing to me. The structure of study and short campus time were also important. Program was practical and often on the cutting edge of ministry.”

“The format for learning. Biblically based. Practical and relevant for pastoral ministry.”

“The preaching courses were those I found to be the most beneficial and revolutionary for my ministry.”

“Theological studies, biblical studies, pastoral studies.”

“Very practical courses. Excellent teacher (academically). Possibility of independent studies. Extension campus facilities. Spiritual maturity of the professors.”

“Very practical yet scholarly. Great interest from each professor. Very purpose directed and spiritually focused. Committed to making me a better person and pastor.”

“Well rounded. Good course choice.”

Table 46c.

Unedited Comments of DTS D.Min. Alumni Regarding the Strengths of the D.Min. Program at DTS: Pertaining to Faculty and Fellow-Students of the D.Min. Program.

“Bringing in outside speakers who were involved in ministry was a big plus to me. Spending time with other pastors was great.”

“Caring and competent faculty. Flexible and practical courses.”

“Class interaction.”

“Committed and competent faculty.”

“Competent experienced faculty who are interested in D.Min. students. Flexibility to extend program when needs arise. Stimulating assignments relating to ministry. Dr. John Reed. Administration that is always trying to improve.”

“Competent instructors, opportunity to interact with others involved in ministry. Extension sites.”

“Draws Profs from other school outside of DTS.”

“Excellent faculty and very practical classes. Good assignments with small classes (8-10).”

“Excellent faculty, class discussions, assignments which required research, fellowship with faculty.”

“Excellent faculty, conservative doctrine, rigorous program.”

“Faculty. Theological perspective. Ministry viewpoint and enhancement. Critical, Biblical thinking.”

“Excellent faculty, peer relationships, class size good, class options (subject matter) balanced. The program stretches and encourages you. I loved the interaction with other leaders, sharing struggles, etc.”

“Excellent faculty, reputation of DTS, able to continue full-time ministry.”

“Experienced ministers on faculty (John Reed, e.g.) applied thesis project, other students.”

“Faculty and theological perspective.”

“Faculty quality.”

“Faculty which challenges students both academically & spiritually. Flexibility of location. Emphasis on learning rather than grades. Clear theological foundation which doesn’t have to be questioned with each new faculty member.”

“Faculty, classes offered.”

“Faculty. Form of the courses.”

“Faculty. Reputation of Seminary.”

“Faculty.”

“Faculty.”

“Faculty.”

“Faculty-expertise & willingness to relate to students having lunch together/discussion beyond the schedule class time and student gathering in the faculty’s home.”

“Great interaction with faculty and those in ministry.”

“Great professors, in general. A seminary with an excellent biblical-theology-dispensationalism.”

“Great Profs.”

“I think the faculty, the courses and the extension campus are strengths, along with the solid reputation of DTS.”

“In class, the faculty care about the students and their learning experiences was valuable.”

"Informed faculty, collegial support."

"John Reed is the model D.Min. prof."

"Love/commitment of Profs to students, academic learning, peer involvement/mutual ministry to one another. Growth experience-spiritually and ministry ability wise. Servant heart attitude of DTS-Dr. Constable."

"Profs and opportunity for students to interact more extensively with them. Credibility of seminary, recognition. Variety of areas for study/learning."

"Profs."

"Qualified and caring Profs. High academic standards. Variety of perspective viewpoints. Flexibility."

"Quality of the faculty. Demands of the program academically & spiritually. The dissertation."

"Rigorous, excellent teachers, and students."

"Solid faculty. Challenging courses. Practical, helpful courses."

"Some great professors. Past reputation."

"Some of professors, location of off campus sites, ministry based classes, good content/instruction."

"Spending time with other students."

"Strong biblical caring faculty, interaction with peers who have several years of experience in ministry, interaction with quality ministers in the area."

"Taught by excellent faculty. Within price range. Geographically proximate (Philadelphia). Variety of classes."

“Teachers are expertly qualified and caring. The Bible exposition and application is the highest quality. Faculty do more than teach, they impart wisdom.”

“The acceptance and affirmation of a Dr. Reed. I lived apologetics & ethics with Geisler and enjoyed Dr. Hendricks classes.”

“The faculty, the flexibility of the program, the interaction with the other men during the program.”

“The faculty.”

“The Full time Profs. The informal classes. Getting together with formal students and classmates.”

“The outside facility was excellent. Great chance to be with and observe the ‘big’ guys. The chance to rub shoulders with other D.Min. students was great. Content was excellent too.”

“The professors were insightful, inspirational and practical. The students (pastors) brought a wide range of experiences. Greatly valued the interaction with other pastors.”

Table 46d.

Unedited Comments of DTS D.Min. Alumni Regarding the Strengths of the D.Min. Program at DTS: Pertaining to Spiritual Atmosphere or Focus of D.Min. Studies and Its Relevance to Ministry Settings.

“Help the student to evaluate their personality, ministry, and family in the beginning of the program. Offer some good courses: very mature and spiritual

chaplain, teaching on “effective pastor.” The course on “creativity” and “management,” etc. High standard on the dissertation project. Flexible enough for the busy pastor to enroll in the program.”

“Helps students develop and become secure in--philosophy of ministry—ministry skills—practical ministry issues—personal convictions.

“Exposure to many areas of ministry.”

“Highly practical to the needs of the ministry.”

“I think the D.Min. program at DTS is very profitable to me as a full-time minister of the gospel. Opened my issues to ministry related issues and trends, allowed me to interact with fellow ministers and establish a support group (of fellow ministers) which enables future interaction and fellowship.”

“It equips the students to think theologically in issues pertaining to church ministries and current thoughts. It empowers the students in their leadership skills and knowledge. It deepens their conviction to serve God and His people.”

“It's practical nature. It's flexibility in tailoring the courses to meet your ministry needs. Its faculty.”

“More practical approach to the ministry.”

“Practical application of leadership skills.”

“Practical skills in pastoral leadership. Interaction with Profs & students on informal real questions. Mutual agreement, sharpening of skills.”

“Practical theology. Formal educational framework to support ongoing educational needs of professional ministers.”

“Practical training. I was able to pick courses that directly applied to the needs of my ministry.”

“Providing the opportunity to hone one’s skills after having been out on the front lines.”

“Spiritual life, opportunity to grow, real help by several Profs, very encouraging and affirming atmosphere.”

“Theological emphasis and independent studies as they related to my ministry.”

“Thorough testing by a Christian psychologist. Variety of subjects offered. Opportunity to study in Israel. Challenging assignments (reading and research). Opportunity to research and write a full dissertation.”

“Very practical, geographically easy because I live near Dallas.”

Table 47a.

Unedited Comments of DTS D.Min. Alumni Regarding the Weaknesses of the D.Min. Program at DTS: Pertaining to D.Min. Department or DTS Administration, Campuses, and Overall Structure of the D.Min. Program or DTS as an Institution.

“None really...but let me say this...I should have been advised to wait about 5 to 10 years before enrolling for my studies, I would have benefited more now. But then family and ministry situation would not have allowed to do it now.”

“Administrative support.”

“Admission standards are not as stringent as necessary (or at least they don’t appear to be).”

“Cost, inconsistent quality of faculty, faculty using identical content and styles as Master level classes. Choice of class offerings sometimes weak.

“Establish different tracts of study, specialized on the areas of interest and/or needs.”

“Even though my D.Min. was far more demanding and valuable than a secular PhD, but the world does not have a clue what a D.Min. is and tend to discount its value in their minds.”

“Extension sites. Acceptance of the D.Min. degree for teaching positions in Biblical practical ministry courses.”

“Geographical distance, cost of travel.”

“I am concerned that the level of commitment to professional standards is being compromised.”

“I put my heart and sweat into learning from it and did learn. What I didn't know but suspect, is that it is possible to do sub-standard work and clock in the time and money for the degree.”

“I resent D.Min. being taken by servants recently out of Th.M. program and few years’ experience. Class discussions were less effective due to poor monitoring of those who dominate. Had trouble with Administration and Accounting (their errors but I had to make the effort to resolve it).”

“I was not assigned an advisor in the program. I hope by now the program would have been doing that for the students.”

“I would have enjoyed more inter-active work with others in the program. Was an attitude that it was a very secondary program to the real thing = Th.D.”

“I'd have to think more on this. I was very pleased with the D.Min. Get rid of the APA style Manuel. That caused me lots of problems.”

“Infrequency in which some courses are offered, may be too much pandering to pragmatics rather than enhancing and advancing Biblical/theological concepts and principles of the church. A need for more theological studies.”

“It is geared only for pastors in the U.S.”

“Lack of communication with students regarding D.Min. program.”

“Lack of honest theological reflection. For example, it seems that DTS would rather have students agree with their position on dispensationalism, ordination of women, sign & wonders, rather than evaluating the merit and deficiencies of each stance.”

“Lack of or miscommunication between instructors and administration.”

“Lacked cultural sensitivity. Lack of contact with professors. Lack of emphasis on technology, i.e. Internet research. More time and attention to the expansion of the program is needed.”

“Needs more theological emphasis incorporated into the program.”

“Not enough variety offered in Philadelphia.”

“Not much choice of courses, locations very difficult, very academic. Relevant only to American churches, very little or small vision for the world.”

“Organization —class challenges at last minute. Administration —communication, sometimes dates. Leadership—No director. Is DTS serious about putting needed resources into the program? Very little help from first reader for D.Min. project.”

“Potential of lack of direction without someone younger in the director of D.Min. studies. Potential lessening of qualifications or rigor in the program.”

“Sacrificing rigorous theological nature to adapt to modern day constituency.”

“Some would find it difficult to stay out of debt if enrolled. When I attended, there was not enough on-campus housing.”

“Stability in administration, too many changes.”

“The administration is very weak on communication. Had difficulty with billing, credit transfers, and lack of response to mailings.”

“The organization, promotion, administration, and student helpfulness are greatly lacking. There have been three changes in the director of D.Min, studies in 6 years, none were full time. Compared to other DTS degrees, D.Min. is poorly run by DTS.”

“The way it is viewed by those with PhD/Th.D.—not scholarly enough.”

“Too much like my Th.M. program at DTS.”

“Treat the student with respect they are not children.”

“Unbelievable academic requirements, way too much work, not too hard (courses). Lack of input/exposure to the person and ministry of the Holy Spirit.”

“Uneven scholarly expectations. Sub doctoral requirements. The cost of flying, accommodating myself 5 weeks a year, 2000 miles from wife/children.”

“Would like to have focused on an area. Adjunct faculty. Some classes were too light.”

Table 47b.

Unedited Comments of DTS D.Min. Alumni Regarding the Weaknesses of the D.Min. Program at DTS: Pertaining to Curriculum, Courses, Content, and Major Project or Thesis of the D.Min. Program.

“Ability to receive help in doing thesis project.”

“At that time (1990-1995) I felt that many of the expectations and assignments in the syllabus were not clear, it required a few phone calls to know specifically what was wanted.”

“Classical dissertation for thesis.”

“Could be more evangelistic. Could stress more of a preaching style as opposed to teaching.”

“Counseling studies.”

“Courses could be more challenging, a couple of Profs were deficient.

“D.Min. has very few courses—hardly any—in issues and concerns, methods, strategies of multicultural ministry. Even some DTS faculty or clergy peers do not hold D.Min. in high regard.”

“D.Min. is synonymous with "lightweight" D.Min. from Gordon Conwell, Reformed, Southwestern, and to a greater degree, Luther Rice.”

“Difficulty of assignments for students who work full-time.”

“Have doubts about some D.Min. research projects.”

“I felt isolated from the help I needed during the dissertation process.”

“I found the preparation to write the dissertation project to be inadequate and very confusing.”

“Insufficient offering of courses.”

“It may be different now, but during my D.Min. program the emphasis in counseling was on clinical counseling rather than pastoral counseling.”

“It was changing to require less classes and work and simplified (reduced) entrance requirements. Don’t water it down.”

“Lack of interaction. No course related to female co-labor ship.”

“Language studies.”

“More courses from the sociological, psychological, and philosophical disciplines.”

“My dissertation advisor was minimal help me and I believe he wanted to get my project over with, without a lot of input.”

“My preparation for writing a dissertation was poor. This proved to be my greatest frustration with the D.Min. program.”

“Need students to select thesis earlier in program. DTS’ doctrinal statement repels other evangelicals. I would not ask D.Min students to ‘sign off’ on the statement. D.Min. program changed too drastically from the time I entered until I graduated, leaving me a bit ‘caught in the middle.’”

“Needs to offer classes in theology.”

“No skills were really transferred.”

“Not as scholarly as it could be.”

“Not enough diversity of majors.”

“Not enough variety in electives. Too much emphasis on ‘church growth.’”

“Often same material as in Th.M. courses. No clear purpose, hit and miss. Faculty seemed too spread out. Women and non-Th.M. students were allowed in the program.”

“Over emphasis on the form and style of the project/thesis.”

“Perhaps only one course which was a little too academic for most of us. We were not headed for academia but back to the blood and sweat of local ministry.”

“Some courses lacked theological and biblical depth.”

“Taking written tests was not beneficial. I had rather do papers or projects.”

“The 2 courses I took on group dynamics and the family, I found to be of little value.”

“Too theoretical, not practical enough. Too much emphasis on academic. If thesis required, degree should be a Ph.D.”

“Very few of the classes I wanted and were in the catalog were actually offered during my 5 years of study. Very frustrating.”

“With little encouragement or direction, the dissertation was almost never completed.”

“Without any help in survey research and statistical analysis. Dissertation ignored because my major did not fit your PR trademark as a mega school training widely successful mega shepherds. Get real and start dealing with real life solutions for real life problems.”

”Limited course offerings. Limited locations.”

”Somewhat disjointed curriculum.”

Table 47c.

Unedited Comments of DTS D.Min. Alumni Regarding the Weaknesses of the D.Min. Program at DTS: Pertaining to Faculty and Fellow-Students of the D.Min. Program.

“A couple courses were not taught by well-checked-out faculty.”

“A lower caliber of professors than when it began. Many of the newer people currently listed do not inspire the same level of scholarship and ability that are reflected in current settings.”

“Adjunct faculty may be pastors but no/little teaching gifts, tell stories that are funny and entertaining but no contribution to preparing men for ministry.”

“I felt that a couple of professors (no longer at DTS) were rather weak.”

“I had a couple of courses taught by adjacent Profs that were a complete bust. I also had a very mixed experience with my dissertation project. I was very harshly judged by one of my readers because of his theological bias.”

“Individual Profs. Some of which have low academic standards. Lack of progression in courses offered.”

“More well rounded teachers. More degree tracts. Creative study programs for assistant and associate pastors.”

“Professors who had never pastored. Overlapping of reading material.

“Some teachers make it too easy (some inconsistency). Should be more scholarly. Requirements (e.g. Project) have been dumbed down. Attracting weaker students, dropping tougher class sets.”

“Two instructors (one adjunct, one DTS) were very poor due to personality weaknesses. CE courses tended to weakness in content and value.”

“When a prof lectures for content instead of skills, evaluation, critical thinking.”

“When I was in the program '89-95', a couple or three teachers were poor (1 adjunct and 2 DTS fulltime faculty).”

Table 47d.

Unedited Comments of DTS D.Min. Alumni Regarding the Weaknesses of the D.Min. Program at DTS: Pertaining to Spiritual Atmosphere or Focus of D.Min. Studies and Its Relevance to Ministry Settings.

“At the time too fearful of the seeker-sensitive movement of growing church.”

“Career assessment. Ministry assessment.”

“Could have more assignments that interact with the ministry and the man is in at the time.”

“Forced to create measurement tools for ministry programs that were beyond the scope of practical pastoral ministry.”

“I think that more attention needs to be given to equipping the pastor to minister in the small church (50-200 people). Sometimes at DTS, the ideas and content were too big to be applicable in the small church setting.”

“May need to introduce more spiritual life/warfare class choices.”

“More small group students/prof fellowship (out of class). Spiritual formation and accountability, entrance process was difficult and frustrating.”

“Needs more practical/applicational emphasis. Having teachers in the program who did not approve of the D.Min. program.”

“Not any that I can think of. It would have been great to have the class on the spiritual life of the minister.”

“Not enough emphasis on the spiritual formation and growth of the students.”

“Perhaps more emphasis on leadership of the laity, in particular men and discussion of church growth movement.”

“Small emphasis in team works vs. excessive in individual. Little emphasis in ecclesiology (in general). Almost no courses in missions and cultural evangelism. Very little opportunity to interact with outside seminary specialists in issues.”

“Spiritual formation and fellowship with fellow classmates.”

“Spiritual information.”

“Too much practical stuff, we learn that as we go, Stop listening to cries for practical help. Teach people the word of God.”

Table 47e.

Miscellaneous Unedited Comments of DTS D.Min. Alumni Regarding the Weaknesses of the D.Min. Program at DTS.

“Honestly, can't think of any weakness.”

“I didn't see any weaknesses.”

“Strengths overshadow weaknesses.”

“None at that time.”

“None.”

“Seriously, I do not perceive any weaknesses.”

“May be some but can’t think of any at this moment.”

“None.”

“Who knows after 15 years?”

Table 48.

DTS D.Min. Alumni's Recommendations for the D.Min. Program at DTS to Others Planning on Entering Similar Degree Programs.

Recommendation	Observed N	Percent	Expected N
Recommend with enthusiasm	98	74.8	43.7
Recommend	21	16.0	43.7
Recommend with reservation	12	9.2	43.7
Total	131	100.0	131.1

$\chi 2 = 102.34^{*}$; df = 2

When asked what recommendations they would make about the D.Min. program at DTS to others who intend to enroll in a similar degree program, of the 131 respondents, a majority of the respondents (N=98; 74.8%) said they would "recommend with enthusiasm" the D. Min. program at DTS; 21 respondents (16.0%) said they would "recommend" it; 12 respondents (9.2%) said they would "recommend it with reservation." No respondents said they would not recommend the D.Min. program at DTS.

The chi-square value 102.34 is statistically significant. The observed distribution of responses in Table 48 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. The observed distribution, therefore, cannot be attributed to chance.

Table 49.

Age Range of DTS D.Min. Alumni at the Time of Survey Participation.

Age Range	Observe N	Percent	Expected N
40-49 years	58	44.2	26.2
50-59 years	50	38.2	26.2
60-69 years	17	13.0	26.2
30-39 years	4	3.1	26.2
70 or Over years	2	1.5	26.2
Total	131	100.0	131.0

$\chi 2 = 104.61$*; df = 4

Of the 131 participants responding to the item regarding their age at the time of taking the survey, a majority of the respondents (N=58; 44.3%) were in the age range of 40-49 years; 38.2 percent (N=50) were in the age range of 50-59 years; 17 respondents (13%) were in the age range of 60-69 years; 3.1 percent (N=4) were in the age range of 30-39 years; 2 respondents (1.5%) were in the 70 or over age range.

The chi-square value of 104.61 is statistically significant. The observed distribution of responses in Table 49 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. The observed distribution, therefore, cannot be attributed to chance.

Comparison of Findings of DTS Study With the 1987 Study of D.Min. Programs

A complete statistical comparison of the data from the D.Min. program at DTS with the 1987 study of D.Min. programs was not possible because the untreated data in the 1987 study were not available. The following tables compare the percentage of responses between the two studies without statistically testing.

Table 50

Description of the D.Min. Program at DTS and That of 1987 Study.

D.Min. Program Description	DTS Study	1987 Study
General in Focus, Some Specialization	65.6%	64.0%
General in Overall Focus	33.6%	10.0%
Specialized in Focus	0.8%	26.0%

Almost the same percentage of respondents of DTS study (65.6%) as well as those of 1987 study (64.0%) said their D.Min. program was “general in focus with some specialization.” The percentage of those who thought their program was “specialized in focus” is much higher among the respondents of the 1987 study (26.0%) compared to the DTS study respondents (0.8%).

Table 51

Were Other D.Min. Programs Investigated by the Respondents Before Choosing the One They graduated from?

Investigation	DTS Study	1987 Study
Yes, other programs were investigated	67.9%	63.0%
No, other programs were not investigated	32.1%	37.0%

The percentage response of DTS study respondents (67.9%) who investigated other D.Min. programs before enrolling in the one they graduated from is similar when compared to the 1987 study respondents (63.0%).

Table 52

How Much of a Time Burden were Respondents' D.Min. Programs?

Time Burden	Great Burden	Moderate Burden	Little or no Burden
DTS Study	32.1%	64.9%	3.1%
1987 Study	30.0%	64.0%	6.0%

When asked to comment about the time burden to pursue their D.Min. studies, the percentage response of participants of the 1987 study (Great=30%; Moderate=64%; Little or no=6%) and the DTS study respondents (Great=32.1%; Moderate=64.9%; Little or no=3.1%) are similar.

Table 53

How Much of a Financial Burden were Respondents' D.Min. Programs?

Financial Burden	Great Burden	Moderate Burden	Little or no Burden
DTS Study	7.6%	51.9%	40.5%
1987 Study	6.0%	58.0%	36.0%

When asked to comment about the financial burden to pursue their D.Min. studies, the percentage response of participants of the 1987 study (Great=6%; Moderate=58%; Little or no=36%) and the DTS study respondents (Great=7.6%; Moderate=51.9%; Little or no=40.5%) are similar.

Table 54

Overall Quality of Teaching of Full-Time D.Min. Faculty.

Full-time Faculty	Excellent	Good	Fair	Poor
DTS Study	80.0%	17.7%	2.3%	0.0%
1987 Study	71.0%	26.0%	2.0%	1.0%

The percentage of respondents in the DTS study rated the full-time faculty "excellent" (80.0%) at a higher rate compared to the respondents in the 1987 study of D.Min. programs (71.0%).

Table 55

Overall Quality of Teaching of Adjunct D.Min. Faculty.

Adjunct Faculty	Excellent	Good	Fair	Poor
DTS Study	57.0%	30.5%	10.2%	2.3%
1987 Study	50.0%	40.0%	9.0%	1.0%

The percentage of respondents of the DTS study (57.0%) rated the adjunct faculty “excellent” at a higher rate compared to the respondents in the 1987 study (50.0%). The percentage of respondents of the DTS study (30.5%) rated the adjunct faculty “good” at a lower rate compared to the respondents in the 1987 study (40.0%).

Table 56

Comparison of Difficulty of D.Min. Courses with Advanced Th.M./M.Div. Courses.

Course Difficulty Comparisons	DTS Study	1987 Study
D.Min. courses: same difficultly as Th.M./M.Div.	46.1%	38.0%
D.Min. courses: more difficult than Th.M./M.Div.	28.5%	51.0%
D.Min. courses: less difficult than Th.M./M.Div.	25.4%	11.0%

A large percentage of 1987 study respondents (51.0%) said their D.Min. courses were “more difficult than their Master level courses” compared to 28.5% of the DTS study respondents. A much larger percentage of DTS respondents (25.4%) said their D.Min. courses were “less difficult than their Master level courses” in comparison to 11.0% respondents from 1987 study.

Table 57

The Level of Priority D.Min. Programs and Students Received From Faculty.

Faculty	Highest	High	Moderate	Low	Lowest
DTS Study	17.7%	56.9%	20.0%	5.4%	0.0%
1987 Study	21.0%	63.0%	14.0%	1.0%	1.0%

A larger percentage of respondents of the 1987 study received “highest” (21.0%) and “high” (63.0%) level of priority from faculty as compared to the DTS study respondents (Highest=17.7%; High=56.9%)

Table 58

The Level of Priority D.Min. Programs and Students Received From Administration.

Administration	Highest	High	Moderate	Low	Lowest
DTS Study	9.3%	45.0%	31.8%	13.2%	0.8%
1987 Study	14.0%	61.0%	21.0%	4.0%	1.0%

A larger percentage of respondents of the 1987 study received “highest” (14.0%) and “high” (61.0%) level of priority from administration as compared to the DTS study respondents (Highest=9.3%; High=45%)

Table 59

Ease of Obtaining Reading Materials for D.Min. Courses.

Reading materials for D.Min. Courses	Usually Easy	Mixed	Usually Difficult
DTS Study	80.0%	17.7%	2.3%
1987 Study	83.0%	15.0%	2.0%

Regarding the ease with which the respondents were able to find reading materials for their course work during their D.Min. studies, more than 80 percent of the respondents in both studies found it usually easy.

Table 60

Ease of Obtaining Reading Materials for D.Min. Major Projects or Theses.

Reading materials for Major project/thesis	Usually Easy	Mixed	Usually Difficult
DTS Study	57.0%	29.8%	10.2%
1987 Study	64.0%	32.0%	5.0%

More DTS respondents (10.2%) had difficulty finding reading materials for their major writing project or thesis compared to the 1987 study respondents (5.0%). More 1987 study respondents (64%) found it usually easy to find reading material for their major project or thesis compared to DTS study respondents (57.0%).

Table 61

Use of Personal Library for Writing Their D.Min. Major Projects or Theses.

Personal library	Much	Some	Little	None
DTS Study	44.3%	40.5%	13.0%	2.3%
1987 Study	53.0%	39.0%	7.0%	1.0%

The percentage of the 1987 study respondents who made “much” use of personal library (53%) for writing their D.Min. major projects or theses were higher as compared to the DTS study respondents (44.3%).

Table 62

Use of Nearby Seminary or College libraries for Writing Their D.Min. Major Projects or Theses.

Nearby seminary or college libraries	Much	Some	Little	None
DTS Study	30.0%	29.2%	16.9%	23.8%
1987 Study	28.0%	35.0%	18.0%	20.0%

The percentage of the 1987 study respondents who used nearby seminary or college libraries for writing their D.Min. major projects or theses is similar to the DTS study respondents in all 4 categories of responses.

Table 63

Use of Institution's libraries on Campus for Writing Their D.Min. Major Projects or Theses.

Institution's libraries on campus	Much	Some	Little	None
DTS Study	21.4%	31.3%	26.7%	20.6%
1987 Study	43.0%	38.0%	12.0%	7.0%

The percentage of the 1987 study respondents who made "much" use of institution's libraries on campus (43.0%) for writing their D.Min. major projects or theses were twice as compared to the DTS study respondents (21.4%).

Table 64

Use of Public libraries for Writing Their D.Min. Major Projects or Theses.

Public libraries	Much	Some	Little	None
DTS Study	10.1%	25.6%	25.6%	38.8%
1987 Study	11.0%	31.0%	32.0%	27.0%

The percentage of the 1987 study respondents who used public libraries for writing their D.Min. major projects or theses is similar to the DTS study respondents in all 4 categories of responses.

Table 65

Value of the D.Min. Major Project or Thesis to Respondents.

Level of value	DTS Study	1987 Study
Very valuable, but not most valuable feature	48.9%	37.0%
Most valuable feature of D.Min. program	33.6%	56.0%
Somewhat valuable feature of D.Min. program	16.8%	7.0%
Of no value	0.8%	1.0%

A much higher percentage of the 1987 study respondents (56.0%) in comparison to DTS study respondents (33.6%) said their D.Min. major projects or theses were “most valuable feature of their D.Min. program.”

Table 66

Extent to Which the Skills and Abilities Required to Complete Their Major Projects or Theses are Being Used in Continuing Ministry by Respondents.

Use of skills/ability	DTS Study	1987 Study
To a great extent	44.6%	57.0%
To some extent	44.6%	38.0%
Of little use	8.5%	4.0%
Of no use at all	2.3%	1.0%

A larger percentage of the 1987 study respondents (57.0%) in Table 66, in comparison to DTS study respondents (44.6%), said they used the skills and abilities, acquired to do their major project or thesis, in their continuing ministry.

A smaller percentages of respondents (DTS study=2.3%; 1987 study=1%) said the skills and abilities, acquired to do their major project or thesis, were “of no use at all” in their continuing ministry

Table 67

Decision the Respondents Would Make About D.Min. If Doing It All Over Again.

Enrollment Decision	DTS STUDY	1987 Study
Enroll in the same D.Min. program at DTS	89.3%	91.0%
Enroll in D.Min. program at another institution	7.6%	7.0%
Not enroll in any D.Min. program	3.1%	3.0%

A majority of the respondents of the 1987 study of D.Min. programs (91.0%) and the DTS study (89.3%) overwhelmingly said they would “enroll in the same D.Min. program” if doing it all over again. The percentage of responses in other 2 categories was also similar.

Table 68

Gender of D.Min. Alumni.

Gender	DTS Study	1987 Study
Male	98.5%	96.0%
Female	1.5%	4.0%

According to the 1999 ATS Facts, the percentage of gender among current D.Min. students was 85% male and 15% female. The 1987 study respondents were 96% male and 4.0% female; and the DTS study respondents were 98.5% male and 1.5% female.

Table 69

Race or Ethnicity of D.Min. Alumni.

Race/Ethnicity	DTS Study	1987 Study
Whites/Anglos	85.5%	94.0%
Asian/Pacific Islanders	7.6%	1.0%
Blacks	4.6%	4.0%
Hispanics	2.3%	1.0%

According to the 1999 ATS Facts, there is a mix of race or ethnicity among current D.Min. students across the nation (Table 69), even though 58.6% were Whites/Anglos. The 1987 study respondents were 94.0% Whites/Anglos as compared to 85.5% of the respondents of DTS study.

Table 70

Description of Theological Perspectives of D.Min. Degree Holders.

Theological Perspectives	DTS Study	1987 Study
Conservative	72.5%	23.0%
Very Conservative	26.0%	2.0%
Moderate	1.5%	46.0%
Liberal	0.0%	25.0%
Very Liberal	0.0%	4.0%

There is a major difference in percentage responses to theological perspectives of DTS and the 1987 study respondents.

A large percentage of the 1987 respondents (46.0%) said they were “moderate” and 25.0% said they held to “liberal” theological perspectives in comparison to the DTS study respondents (moderate=1.5%; liberal=0.0%).

However, 72.5% of the DTS study respondents were “conservative” and 26.0% were “very conservative” in comparison to the 1987 study respondents (conservative=23%; very conservative=2%).

Table 71

Commitment of The D.Min. Degree Holders to Ordained Ministry as Their Vocation.

Commitment Level	DTS Study	1987 Study
Very Strong	84.7%	75.0%
Moderately Strong	9.9%	18.0%
Vacillating	4.6%	5.0%
Quite Weak	0.8%	1.0%
No Commitment; Ready to Change	0.0%	1.0%

The commitment of the DTS study respondents to ordained ministry as their vocation was 84.7 percent in the “very strong” category compared to 75.0 percent of the 1987 study respondents.

No DTS study respondents said they had “no commitment; ready to change” regarding ordained ministry as their vocation in comparison to 1 percent of the 1987 study respondents for the same category of response.

The percentage of responses in “vacillating” and “quite weak” categories were almost same in both the studies.

CHAPTER V

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This study involved an assessment of the Doctor of Ministry program at Dallas Theological Seminary. Specifically, the intent of the study was to determine (a) the extent to which D.Min. alumni perceive that the objectives and goals of Doctor of Ministry programs at Dallas Theological Seminary have been, and are being, met, (b) alumni-perceived strengths of Doctor of Ministry programs at Dallas Theological Seminary, (c) alumni-perceived weaknesses of Doctor of Ministry programs at Dallas Theological Seminary, (d) compare the findings of this case study assessment with a similar 1987 national study of Doctor of Ministry Programs, and (e) make recommendations for the improvement of D. Min programs at Dallas Theological Seminary.

This chapter concludes the study in 4 sections. The first section summarizes the findings of the study; the second section discusses those findings; the third section draws general conclusions from the study; the fourth section presents recommendations regarding Doctor of Ministry programs in general and the D.Min. program at Dallas Theological Seminary in particular.

Summary of Findings

The summary of findings is arranged in 4 sections. The first section summarizes the findings about the input to the D.Min. program at DTS. The second section summarizes the findings about the environment in which the D.Min. studies took place. The third section summarizes the findings of the output, or outcomes, as a result of having completed the D.Min. program at DTS. The fourth section presents a partial comparison of the findings of this study with that of a 1987 national study of D.Min. programs.

Inputs to the D.Min. Program at DTS

A majority of respondents in this study were male (98.5 percent); 1.5 percent were female.

A majority of the respondents (85.5 percent) were Whites/Anglos. A smaller percentage were Asian or Pacific Islanders (7.6 percent); blacks (4.6 percent); Hispanics (2.3 percent).

A majority of the respondents (96.9 percent) were married; 2.3 percent were “single or never married”; 0.8 percent were “divorced/separated.”

A large majority of respondents (92.3 percent) were U.S citizens; 4.6 percent were Canadian citizens; 3.1 percent were citizens of “other” countries.

Regarding respondents’ college grade point averages (GPA) prior to entering the D.Min program at DTS, 23.7 percent had a grade point average of A; 5.3 percent had a grade point average of A-; a majority (36.6 percent) had a grade point average of B+; 6.1 percent had a grade point average of B; 16.8

percent had a grade point average of B-; 3.1 percent had grade point averages of C+; 11 8.4 percent had grade point averages of C.

Regarding respondents' seminary grade point averages (GPA) in their Master's degree prior to entering the D.Min program at DTS, 32.3 percent had a grade point average of A; 9.2 percent had a grade point average of A-; a majority (38.5 percent) had a grade point average of B+; 6.9 percent had a grade point average of B; 11.6 percent had a grade point average of B-; 1.5 percent had a grade point average of C.

The majority of the respondents (49.6 percent) had received their previous seminary degrees from Dallas Theological Seminary; 6.1 percent from Capital Bible Seminary; 5.4 percent from Grace Theological Seminary; 5.4 percent from Southwestern Seminary; 13.7 percent had received their previous seminary degrees from various other seminaries; 19.8 percent did not provide the names of their previous seminary degree-granting institutions.

The majority of the respondents (71.0 percent) had earned Master of Theology (Th.M.) or Master of Sacred Theology (S.T.M.) degrees prior to enrolling in the D.Min. program at DTS, 26.7 percent had earned Master of Divinity (M.Div.) or Bachelor of Divinity (B.D.) degrees; 1.5 percent had completed Master of Arts (M.A.); 0.8 percent were doctoral degree holders (Th.D./Ph.D./S.T.D.).

Regarding the average number of years spent in Christian vocational ministries prior to entering the D.Min. program at DTS, a majority (30.5 percent)

had spent 4-6 years; 26.7 percent had spent 7-10 years; 21.4 percent had spent 11-15 years; 10.7 percent had spent 16-20 years; 6.1 percent had spent 1-3 years; 4.6 percent had spent over 20 years.

Regarding their theological perspectives, no respondents were self-reported liberal or very liberal. A majority (72.5 percent) were conservative; the remaining 26.0 percent were very conservative and 1.5 percent were moderate in their theological perspectives.

Regarding respondents' age at the time of entering the D.Min program at DTS, 3.1 percent were in the age range of 30 years or less; 25.8 percent were in the age range of 30-34 years; 31.3 percent were in the age range of 35-39 years; 24.2 percent were in the age range of 40-44 years; 9.4 percent were in the age range of 45-49 years; 3.9 percent were in the age range of 50-54 years; 1.5 percent were in the age range of 55-59 years; 0.8 percent were in the 60 or over age range.

Environment in Which the D.Min. Studies at DTS Took Place

The majority of the respondents (76.3 percent) completed their D.Min. studies on the DTS campus in Dallas, Texas; 23.7 percent completed their D.Min. studies on DTS extension campuses.

When asked if they would have preferred more DTS extension campuses when pursuing their D.Min. studies, 65.6 percent said no; 34.4 percent said they would have preferred more extension campuses.

The majority of the respondents (67.9 percent) had investigated D.Min. programs at other institutions before choosing the one at DTS; 32.1 percent had not investigated other D.Min. programs.

In response to the question about how much of a time burden their D.Min. studies had been, 32.1 percent said they had been a great burden. A majority of the respondents (64.9 percent) said they had been a moderate burden and 3.1 percent said they experienced little or no time burden.

In response to the question about how much of financial burden their D.Min. studies had been, 7.6 percent said they had been a great burden. A majority of the respondents (51.9 percent) said they had been a moderate burden, and 40.5 percent said they experienced little or no financial burden.

When asked to describe the D.Min. program at DTS, 65.6 percent said it had been “general in focus with some specialization”; 33.6 percent said it had been “general in overall focus”; 0.8 percent said it had been “specialized in focus.”

The most important factors in choosing the D.Min. program at DTS included: 1) Reputation of the program at DTS (71.0 percent); 2) Content and focus of the D.Min. program (70.2 percent); 3) Reputation of a specific D.Min. faculty (63.4 percent); 4) Ease of completing the D.Min. program while working full-time (50.4 percent); 5) Geographical proximity to the Seminary (28.2 percent).

The least important factors influencing the choice of the D.Min. program at DTS included: 1) Opportunity to join a D.Min. colleague group in my area (84.7 percent); 2) Encouragement of denominational executive/board member (82.4 percent); 3) Availability of financial aid or scholarship (80.2 percent); 4) Non-denominational affiliation of the seminary (45.7 percent); 5) Possibility of an off-campus program (42.7 percent).

When asked about the extent of emphasis on various aspects of the D.Min. studies, the aspects with much emphasis according to the respondents included: 1) Pastoral or practical theology (67.7 percent); 2) Ministerial arts, practical studies (56.2 percent); 3) Biblical studies (22.1 percent); 4) Spiritual formation (16.5 percent); 5) Organized development (9.1 percent).

The program aspects with some emphasis according to the respondents included: 1) Biblical studies (58.8 percent); 2) Organized development (56.8 percent); 3) Systematic/philosophical or historical theory (54.2 percent); 4) Spiritual formation (51.2 percent); 5) Ethics (42.9 percent).

The program aspects that received no emphasis according to the respondents included: 1) Psychological theory (34.6 percent); 2) Church history (25.7 percent); 3) Sociological theory (16.0 percent); 4) Ethics (15.3 percent); 5) Organized development (13.6 percent).

When asked how valuable the emphasis on various aspects of the D.Min. studies had been to the respondents, those program aspects with great value included: 1) Pastoral or practical theology (75.4 percent); 2) Ministerial arts,

practical studies (71.5 percent); 3) Biblical studies (50.8 percent); 4) Spiritual formation (41.2 percent); 5) Systematic, philosophical or historical theology (29.3 percent).

The program aspects of some value to the respondents included: 1) Systematic, philosophical or historical theology (52.8 percent); 2) Organized development (53.4 percent); 3) Spiritual formation (42.0 percent); 4) Ethics (42.9 percent); 5) Ministerial arts; practical studies (33.8 percent)

The program aspects of no value to the respondents included: 1) Sociological theory (32.7 percent); 2) Psychological theory (31.8 percent); 3) Church history (17.5 percent); 4) Ethics (11.6 percent); 5) Organized development (10.3 percent).

Regarding the extent of emphasis on structures or methodologies utilized in the D.Min. program at DTS, the categories with much emphasis identified by the respondents included: 1) Faculty lectures (52.7 percent); 2) Seminars (34.9 percent); 3) Library research (25.6 percent); 4) Analysis/evaluation of ministry settings (21.7 percent); 5) Peer or collegial learning (21.0 percent).

The structures or methodologies that had received some emphasis as identified by the respondents included: 1) Analysis/evaluation of ministry settings (52.7 percent); 2) Library research (46.5 percent); 3) Case studies (44.5 percent); 4) Peer or collegial learning (41.1 percent); 5) Faculty lectures (35.1 percent).

The structures or methodologies that had received no emphasis according to the respondents included: 1) Learning contracts (N=65; 55.6 percent); 2)

Course exams (N=50; 40.7 percent); 3) Qualifying exams (N=46; 37.4 percent); 4) Colleague/support groups (N=46; 37.4 percent); 5) Involvement of laity from ministry settings (N=38; 30.4 percent).

When asked how valuable the structures and methodologies utilized and emphasized in the D.Min. program had been to the respondents, the structures and methodologies of great value to the respondents included: 1) Faculty lectures (61.4 percent); 2) Seminars (53.0 percent); 3) Analysis/evaluation of ministry settings (50.0 percent); 4) Library research (39.0 percent); 5) Case studies (35.0 percent).

The D.Min. program structures and methodologies that had been of some value to the respondents included: 1) Library research (37.4 percent); 2) Faculty lectures (36.2 percent); 3) Case studies (35.8 percent); 4) Analysis/evaluation of ministry settings (34.7 percent); 5) Peer or collegial learning (35.6 percent).

The structures and methodologies of no value to the respondents included: 1) Learning contracts (48.5 percent); 2) Course exams (42.3 percent); 3) Qualifying exams (35.7 percent); 4) Supervised practice (25.0 percent); 5) Involvement of laity from ministry setting (21.7 percent).

Regarding teaching quality of full-time and adjunct D.Min. faculty; 80.0 percent of the respondents rated full-time D.Min. faculty as excellent; 57.0 percent of the respondents rated adjunct faculty as excellent; 17.7 percent rated full-time faculty as good; 29.8 percent rated adjunct faculty as good.

None of the respondents rated full-time faculty as poor; 2.3 percent rated

adjunct faculty as poor; 2.3 percent rated full-time faculty as fair; 10.2 percent rated adjunct faculty fair.

Regarding departmental rules about completion of assignments within specified times and maximum periods of time one can spend in various D.Min. program phases, 63.6 percent of the respondents said the rules usually had been enforced; 30.2 percent said the rules had always been strictly enforced; 3.1 percent said they had been enforced in some courses or areas but not in others; the same number of respondents (3.1 percent) said they had rarely been enforced and/or had been easily waived/extended.

A majority of the respondents (95.4 percent) said the class size for a typical D.Min. course was “about right”; 4.6 percent said it was “too large.”

When asked if non-D.Min. students should be allowed into classes with D.Min. students for courses, almost half of the respondents (48.9 percent) said, “No, never”; almost the same number (48.1 percent) said, “yes, in some courses.” The remaining 3.1 percent said, “Yes, in all courses.”

Respondents who expressed their opinions regarding the comparison of difficulty of courses, 46.1 percent said the difficulty of their D.Min. courses was similar to Th.M./M.Div. courses; 28.5 percent said their D.Min. courses were more difficult than Th.M./M.Div. courses; 25.2 percent said their D.Min. courses were less difficult compared to Th.M./M.Div. courses.

When asked to share their perceptions of the level of priority the faculty gave to the D.Min. program and its students, 17.7 percent said it was highest;

56.9 percent said it was high; 20.0 percent said it was moderate; 5.4 percent said it was low.

When asked to share their perceptions of the level of priority the administration gave to the D.Min. program and its students, 9.3 percent reported it was highest; 45.0 percent reported it was high; 31.8 percent reported it was moderate; 13.2 percent reported it was low; 0.8 percent reported it was lowest.

Asked to describe the ease with which they were able to obtain the necessary reading materials for their D.Min. course work, a majority of the respondents (80.0 percent) said it was usually easy; 2.3 percent said it was usually difficult; 17.7 percent said it was a mixed experience.

When asked to describe the ease with which they were able to obtain the necessary reading materials for their D.Min. major projects or theses, 57.0 percent said it was usually easy; 10.2 percent said it was usually difficult; 29.8 percent said it was a mixed experience.

Concerning the use of various libraries during the process of working on their D.Min. projects or theses, 44.3 percent of the respondents said they made much use of their personal libraries; 30.3 percent said the same about nearby seminary or Bible college libraries; 21.4 percent made much use of DTS libraries on campus; 10.1 percent made much use of public libraries.

Regarding library usage: 1) 40.5 percent made some use of personal libraries; 2) 31.3 percent made some use of DTS libraries on campus; 3) 29.2

percent made some use of nearby seminary or Bible college libraries; 4) 25.6 percent made some use of public libraries.

The respondents who had not used libraries at all included: 1) those who did not use public libraries (38.8 percent); 2) those who did not use nearby seminary or Bible college libraries (23.8 percent); 3) those who did not use DTS libraries on campus (20.6 percent); 4) those who did not use personal libraries (2.3 percent).

Regarding resources used while formulating, implementing and writing their D.Min. major projects or theses, the resources the respondents used/relied much upon included: 1) Personal faith commitments and values (65.4 percent); 2) Understanding of their own ministry setting and role in it (60.0 percent); 3) The Bible and methods of Bible study (57.3 percent); 4) Consultation with other minister(s) (43.8 percent); 5) Own past experiences in similar ministry situations (37.7 percent).

The resources the respondents used/replied upon some included: 1) Prayer and meditation (40.8 percent); 2) Examples/ideas from church history/tradition (36.9 percent); 3) Own past experiences in similar ministry situation (36.2 percent); 4) Consultation with laity in ministry setting (35.2 percent); 5) Theory and methods from the human sciences (34.1 percent).

The recourses not used/relied upon at all by respondents included: 1) Literature, philosophy, the arts (33.1 percent); 2) Consultation with laity in ministry setting (20.6 percent); 3) Content and methods of theology and ethics

(16.9 percent); 4) Examples/ideas from the history and tradition of the church (16.9 percent); 5) Consultation with other professional(s) (15.3 percent).

When asked to rate the preparation their D.Min. program provided for undertaking their D.Min. major projects or theses, 32.8 percent rated the preparation as excellent; 45.1 percent rated the preparation as good; 18.3 percent rated it as fair; 3.8 percent said that the preparation was poor.

The sources/texts that the respondents consulted much when preparing their D.Min. major projects or theses included: 1) Original sources and texts (42.7 percent); 2) Non-scholarly general works on ministry and theology (40.5 percent); 3) Scholarly secondary literature (40.5 percent).

The sources/texts some of the respondents consulted included: 1) Non-scholarly general works on ministry and theology (42.0 percent); 2) Scholarly secondary literature (39.7 percent); 3) Original sources and texts (30.5 percent).

The sources/texts that the respondents did not consult in preparation of their D.Min. major projects or theses included: 1) Original sources and texts (8.4 percent); 2) Non-scholarly general works on ministry and theology (6.9 percent); 3) Scholarly secondary literature (5.3 percent).

Regarding the extent of difficulty of staying on schedule during various phases of their D.Min. program, 27.9 percent had great difficulty while writing their D. Min. major projects or theses; 12.2 percent had great difficulty while preparing for their D.Min. major projects or theses proposals; 3.9 percent had great difficulty while taking required D.Min. courses.

The areas involving some difficulty of staying on schedule during various phases of respondents' D.Min. program included: 1) preparing for their D.Min. major projects or theses proposals (47.3 percent); 2) writing major projects or theses (39.5 percent); 3) taking required D.Min. courses (34.9 percent).

The areas involving little difficulty of staying on schedule during various phases of respondents' D.Min. program included: 1) preparing for and taking qualifying exams (31.1 percent); 2) taking required D.Min. courses (23.3 percent); 3) while preparing for their major projects or theses (20.6 percent); 4) while writing D.Min. major projects or theses proposals (15.5 percent).

The areas involving no difficulty of staying on schedule during various phases of respondents' D.Min. program included: 1) preparing for and taking qualifying exams (54.7 percent); 2) taking required courses (38.0 percent); 3) preparing for their D.Min. major projects or theses proposal (19.8 percent); 4) writing D.Min. major projects or theses (15.5 percent).

During their involvement in the D.Min. program at DTS, the areas that were affected the most for the respondents involved: 1) Renewed commitment to job (46.6 percent); 2) Developing creative solutions to significant problems/conflicts in ministry setting (31.3 percent); 3) Discovery of new capacity for critical inquiry (29.0 percent); 4) Discovery of new depth of collegial support (15.4 percent); 5) Becoming distracted from job due to the demands of the D.Min. program (6.9 percent).

The areas in which the respondents experienced some effect during their D.Min. studies included: 1) Discovery of new capacity for critical inquiry (49.6 percent); 2) Becoming distracted from job due to the demands of the D.Min. program (48.9 percent); 3) Developing creative solutions to significant problems/conflicts in ministry setting (44.3 percent); 4) Renewed commitment to job (44.3 percent); 5) Discovery of new depth of collegial support (36.2 percent).

The areas in which the respondents experienced no effect during their D.Min. studies included: 1) Developing conflict(s) in ministry setting traceable to D.Min. studies (69.8 percent); 2) Developing personal/family problems traceable to D.Min. studies (67.2 percent); 3) Having difficulty meeting academic demands and requirements (27.5 percent); 4) Discovery of new depth of collegial support (16.9 percent); 5) Becoming distracted from job due to the demands of the D.Min. program (12.2 percent).

Regarding congregational or ministry settings that were affected during their D.Min. studies, the areas which the respondents said had improved or increased included: 1) Clarity of purpose of the ministry setting (66.2 percent); 2) Quality of programs (58.8 percent); 3) Organizational effectiveness (50.8 percent); 4) Lay involvements (43.8 percent); 5) Morale in ministry setting (38.2 percent); 6) Number of programs (36.7 percent); 7) Quality of relationships in congregation or ministry setting (33.6 percent).

Areas of congregational or ministry settings that remained constant or were not affected during the respondents' D.Min. studies included: 1) Number of

programs (60.2 percent); 2) Quality of relationships in congregation or ministry settings (58.8 percent); 3) Lay involvements (54.6 percent); 4) Morale in ministry (52.7 percent); 5) Organizational effectiveness (43.8 percent); 6) Quality of programs (35.9 percent); 7) Clarity of purpose of the ministry setting (30.0 percent).

The areas that declined or worsened in their congregations or ministry settings during the respondents' D.Min. studies included: 1) Morale in ministry setting (9.2 percent); 2) Quality of relationships in congregation or ministry setting (7.6 percent); 3) Organizational effectiveness (5.5 percent); 4) Quality of programs (5.3 percent); 5) Clarity of purpose of the ministry setting (3.8 percent); 6) Number of programs (3.1 percent); 7) Lay involvements (1.5 percent).

Output or Outcomes of the D.Min. Program at DTS

Regarding their age at the time of graduation from the D.Min. program at DTS, 2.3 percent were in the age range of 30-34 years; 19.8 percent were in the age range of 35-39 years; a majority of the respondents (32.1 percent) were in the age range of 40-44 years; 22.1 percent were in the age range of 45-49 years; 16 percent were in the age range of 50-55 years; 6.1 percent were in the age range of 55-59 years; 1.5 percent were in the age range of 60 or over years.

Regarding the number of years taken by respondents to complete their D.Min. program at DTS, 10.2 percent completed their studies in 3 or less years; 16.4 percent completed their studies in 4 years; 19.5 percent completed their studies in 5 years; 14.8 percent completed their studies in 6 years; 12.5 percent

completed their studies in 7 years; the rest (26.6 percent) took 8 or more years to complete their D.Min. studies.

Regarding their commitment to ordained ministry as their vocations, no respondents indicated “no commitment.” A majority of the respondents (84.7 percent) said their commitment was “very strong”; 9.9 percent said their commitment was “moderately strong”; 4.6 percent said their commitment was “vacillating”; 0.8 percent said “quite weak.”

A majority of the respondents (80.9 percent) were very certain that ordained ministry had been the right choice for them; 17.6 percent were moderately certain; 0.8 percent were moderately uncertain and very uncertain.

Respondents answering the question regarding entering the ordained ministry again if they had a choice, a majority (84.0 percent) replied “definitely yes”; 13.0 percent replied “probably yes”; 2.3 percent were “uncertain”; 0.8 percent said “probably no.”

When assessing the value of their major projects or theses, 48.9 percent of the respondents said their D.Min. major projects or theses were “very valuable; but not the most valuable feature” of their D.Min. program; 33.6 percent said they were the “most valuable feature of their D.Min. program”; 16.8 percent said they were “somewhat valuable feature of their D.Min. program”; 0.8 percent said they were of “no value.”

When asked to what extent the skills and abilities required to complete their D. Min. major projects or theses are being used in their continuing ministry,

44.6 percent of the respondents said they were being used “to a great extent”; the same number of respondents (44.6 percent) said they were being used “to some extent.” The remaining 8.5 percent said they were “of little use”; 2.3 percent said they were “of no use at all” in their continuing ministry.

Assessing the personal changes that occurred as a result of participating in the D.Min. program, the areas of “great change” identified by the respondents included: 1) Gaining clearer understanding of theology of ministry (50.8 percent); 2) Gaining a deeper understanding of how churches/organizations work (37.4 percent); 3) Gaining increased self-awareness (36.6 percent); 4) Having a greater self-confidence (35.9 percent); 5) Increasing ability to analyze problems that arise in ministry (34.4 percent); 6) Having a renewed commitment to present job (34.6 percent); 7) Becoming a better teacher (33.6 percent); 8) Increasing ability to evaluate programs at congregation or ministry setting (33.6 percent); 9) Gaining increased intellectual sophistication (32.1 percent); 10) Becoming a better preacher (30.5 percent).

The changes that were not experienced by the respondents during their D.Min. studies included: 1) Becoming restless and seeking a new job (57.4 percent); 2) Becoming weary of studies (45.0 percent); 3) Increasing involvement in denominational activities, or consulting with other churches (41.2 percent); 4) Improving counseling abilities (23.1 percent); 5) Improving worship leadership (22.9 percent); 6) Becoming a more effective leader in the community (20.8 percent); 7) Increasing ability to relate to other professions (18.3 percent); 8)

Improved skills in program development (12.2 percent); 9) Becoming better at management (10.7 percent); 10) Increasing skills as a spiritual director/guide (6.1 percent).

When asked what decision the respondents would make about their D.Min. enrollment if they were doing it again, a majority of the respondents (89.3 percent) would “enroll in the same D.Min. program at DTS”; 7.6 percent would “enroll in a D.Min. program at another institution”; 3.1 percent of the respondents would “not enroll in any D.Min. program.”

A majority of the respondents (58.0 percent) said they have been “moderately innovative” throughout their ministerial career; 26.7 percent said they have been “highly innovative”; 12.2 percent said they have been “slightly innovative”; 3.1 percent said they had generally “stuck to traditional methods.”

A majority of the respondents (74.8 percent) said they would “recommend with enthusiasm” the D. Min. program at DTS; 16.0 percent said they would “recommend” it; 9.2 percent said they would “recommend it with reservation.” No respondents said they would not recommend the D.Min. program at DTS.

The D.Min. program aspects the respondents identified as strengths in the open ended questions included: 1) Full-time D.Min. faculty; 2) Practical and relevant curriculum; 3) Reputation of DTS as an institution and D.Min. as a program; 4) Long-term benefit of the program in continuing ministries.

A majority of the respondents (44.3 percent), at the time of participating in this study, were in the age range of 40-49 years; 38.2 percent were in the age

range of 50-59 years; 13 percent were in the age range of 60-69 years; 3.1 percent were in the age range of 30-39 years; 1.5 percent were in their 70 or over age rage.

Comparison of Findings With the 1987 National Study of D.Min. Programs

Almost the same percentage of respondents in the DTS study (65.6 percent) and those of the 1987 study (64.0 percent) said their D.Min. program was “general in focus with some specialization.” The percentage of those who thought their program was “specialized in focus” was much higher among the respondents in the 1987 study (26.0 percent) compared to the DTS study respondents (0.8 percent).

The percentage response of DTS study respondents (67.9 percent) who had investigated other D.Min. programs before enrolling in the one they graduated from is similar when compared to the 1987 study respondents (63.0 percent).

When asked to comment about the time burden associated with pursuing their D.Min. studies, the percentage response of participants of the 1987 study (Great=30%; Moderate=64%; Little or no=6 percent) and the DTS study respondents (Great=32.1%; Moderate=64.9%; Little or no=3.1 percent) are similar.

When asked to comment about the financial burden associated with pursuing their D.Min. studies, the percentage response of participants of the 1987 study (Great=6%; Moderate=58%; Little or no=36 percent) and the DTS

study respondents (Great=7.6%; Moderate=51.9%; Little or no=40.5 percent) are similar.

Respondents in the DTS study rated the full-time faculty excellent (80.0 percent) at a higher rate than did the respondents in the 1987 study of D.Min. programs (71.0 percent).

Respondents in the DTS study (57.0 percent) rated the adjunct faculty excellent at a higher rate than did the respondents in the 1987 study (50.0 percent). The percentage of respondents in the DTS study (30.5 percent) rated the adjunct faculty good at a lower rate than did the respondents in the 1987 study (40.0 percent).

A large percentage of the 1987 study respondents (51.0 percent) said their D.Min. courses were “more difficult than their Master level courses” compared to 28.5 percent of the DTS study respondents. A much larger percentage of DTS respondents (25.4 percent) said their D.Min. courses were “less difficult than their Master level courses” in comparison to 11.0 percent respondents from 1987 study.

Respondents in the 1987 study received “highest” (21.0 percent) and “high” (63.0 percent) level of priority from faculty as compared to the DTS study respondents (Highest=17.7%; High=56.9 percent)

Respondents in the 1987 study received “highest” (14.0 percent) and “high” (61.0 percent) level of priority from administration as compared to the DTS study respondents (Highest=9.3%; High=45 percent)

Respondents who thought that both faculty (5.4 percent) and administration (13.2 percent) gave “low” priority to D.Min. programs and its students were higher among DTS respondents compared to those of 1987 study respondents (Faculty, 1.0 percent; Administration, 4.0 percent).

Regarding the ease with which the respondents were able to find reading materials for their course work during their D.Min. studies, over 80 percent of the respondents in both studies found it usually easy.

More DTS respondents (10.2 percent) had difficulty finding reading materials for writing their D.Min. major projects or theses compared to the 1987 study respondents (5.0 percent). More 1987 study respondents (64 percent) found it usually easy to find reading materials for their D.Min. major projects or theses compared to DTS study respondents (57.0 percent).

When comparing the percentage of use of various kinds of libraries, the DTS study respondents utilized fewer libraries than the 1987 study respondents did. The 1987 study respondents who made “much” use of institutions’ libraries on campus (43 percent) were twice the percentage as compared to the DTS study respondents (21.4 percent)

A much higher percentage of the 1987 study respondents (56.0 percent) in comparison to DTS study respondents (33.6 percent) said their D.Min. major projects or theses were the “most valuable feature of their D.Min. programs.”

A larger percentage of the 1987 study respondents (57.0 percent), in comparison to DTS study respondents (44.6 percent), said they utilized the skills

and abilities, acquired to do their D.Min. major projects or theses, to a great extent in their continuing ministry.

A smaller percentages of respondents (DTS study=2.3 percent; 1987 study=1 percent) said the skills and abilities acquired to do their D.Min. major projects or theses were “of no use at all” in their continuing ministry

The respondents in the 1987 study of D.Min. programs (91.0 percent) and of the DTS study (89.3 percent) said they would “enroll in the same D.Min. program” if they were doing it again.

The percentage of gender among D.Min. graduates according to the 1987 study was 96 percent male and 4.0 percent female. The DTS study respondents were 98.5 percent male and 1.5 percent female.

The 1987 study respondents were 94.0 percent White/Anglo compared to 85.5 percent of the respondents in the DTS study.

There is a major difference in the percentage of responses to theological perspectives of the DTS and the 1987 study respondents. A large percentage of 1987 respondents (46.0 percent) said they were “moderate” and 25.0 percent said they held “liberal” theological perspectives in comparison to DTS study respondents (moderate=1.5 percent; liberal=0.0 percent).

However, 72.5 percent of DTS study respondents were “conservative” and 26.0 percent were “very conservative” in comparison to the 1987 study respondents (conservative=23 percent; very conservative=2 percent).

The commitment of the DTS study respondents to ordained ministry as

their vocations was 84.7 percent in the “very strong” category compared to 75.0 percent of the 1987 study respondents.

Discussion of Findings

The following discussion is outlined according to the five research questions of this study: 1) Alumni perceptions pertaining to the D.Min. program objectives, 2) Alumni perceptions pertaining to the strengths of the D.Min. program, 3) Alumni perceptions pertaining to the weaknesses of the D.Min. program, 4) Comparison with the 1987 national study of D.Min. programs, and 5) Recommendations to maximize D.Min. program strengths and eliminate weaknesses.

Alumni Perceptions Pertaining to the Fulfillment of the D.Min. Objectives at DTS

Dallas Theological Seminary markets its Doctor of Ministry program among specialized professionals within our society. Even though there are no expressed objectives about the demographic composition of the students, the seminary hopes to attract, significant demographic influences shape the program and enhance its effectiveness.

Without exception, all demographic data represent significant departures from expected frequency distributions. Since this indicates that the distributions are not attributable to chance, they are probably best explained as distributions influenced by a non-denominational, evangelical, Protestant, Christian theology.

This would especially be true of alumni gender and ethnic background data. There was a very large percentage of male (98.5 percent) students as

compared to female students in the Doctor of Ministry program at Dallas Theological Seminary. The evangelical, Protestant, ordained Ministry, from which D.Min. program at DTS draws its students, is traditionally male dominated in leadership. Therefore, one would expect a large number of males in the student population; males would be most likely to occupy pastoral positions. The race or ethnic background data were heavily Caucasian (85.0 percent). This can be considered an accurate reflection of the non-denominational Bible church population, which has been traditionally low in minority representation. The gender and ethnic data should raise concerns for the seminary; females and ethnic minorities are either not being recruited, are less aware of the institution's services than are males and Caucasians, or are not taking as much advantage of the institution's services as are males and Caucasians.

The age group N's were heavily represented by respondents who entered their D.Min. program in their 30s (40.2 percent). A possible explanation is that younger people are studying for ministry-related areas and earning their Masters' degrees in their early to mid 30s. Since no minimum age is a prerequisite for admission to the D.Min. program at DTS, as soon as ministers complete their required 3 years of vocational service, they enroll in the D.Min. program. A separate question explored the number of years respondents spent in vocational ministries prior to enrolling in the D.Min. program; 36.6 percent had spent 6 or fewer years and 26.7 percent had spent 7 to 10 years. According to the 1999 ATS Facts, a large percentage of older students enter D.Min. programs (66.2

percent in their 40s and 50s) compared to DTS students (57.1 percent in their 30s).

A large percent of D.Min. graduates were U.S. citizens (92.3 percent). This can be accounted for by the fact that the D.Min. program is an “in-ministry” program requiring students to be involved in ministry full-time and pursue their studies part-time. The D.Min. program at DTS does not offer scholarships to international students, hence, making it difficult for students from other countries to pursue this degree.

Of the students who enrolled in the D.Min. program at DTS, 71.7 percent were B or higher grade point average college students and 86.9 percent were B or higher grade point average seminary students. This indicates that the D.Min. program at DTS attracts academically good students; those who have performed well in their college and seminary degrees are more likely to pursue further studies.

A majority of the students who enrolled in the D.Min. program at DTS, had earned Th.M. or S.T.M. degrees (71 percent). Approximately half of them were from Dallas Theological Seminary (49.6 percent). It is quite common in Christian higher education traditions for graduates to return to the same institutions to pursue other degrees. At times, it is even mandated by some denominations.

It is also common for Christian institutions to recruit students who hold to similar theological perspectives. A large majority of the D.Min. students at DTS (98 percent) held to “conservative” or “very conservative” theological

perspectives in line with the conservative theological perspectives of Dallas Theological Seminary.

When asked to describe the D.Min. program at DTS, 65.6 percent reported that it was “general in focus with some specialization,” 33.6 percent said it was “general in overall focus,” and 0.8 percent said it was “specialized in focus.” The D.Min. objectives do not specify what level of generality or specialty the program strives to achieve, but alumni perceptions need to be checked against the objectives pertaining to program specialization.

The extent of emphasis Dallas Theological Seminary places on structures or methodologies used in the D.Min. program and what the respondents greatly value are similar. The categories of “much emphasis” identified by the respondents were: faculty lectures, seminars, library research, analysis/evaluation of ministry settings, and peer or collegial learning. The structures or methodologies of “great value” identified by the respondents included: faculty lectures, seminars, analysis/evaluation of ministry setting, library research, and case studies.

The respondents also regarded and appreciated departmental rules about completion of assignments within specified times and maximum periods of time one can spend in various D.Min. program phases; 93.8 percent of the respondents said the rules are “usually” or “always” enforced. One reason for students’ adherence to rules may be that the D.Min. program is dealing with mature individuals who also set rules and guidelines regarding time for their

congregations and ministry settings.

A large majority of the respondents (95.4 percent) were content with the class size for a typical D.Min. course and considered it “just right.” As for allowing non-D.Min. students into classes with D.Min. students, almost half of the respondents (48.9 percent) strongly objected to it; the same percentage of them were willing to go along with it in some courses. The D.Min. department needs to further investigate the respondents' objection to such a practice and the need to allow non-D.Min. students into D.Min. courses.

The large percentage of respondents used their spiritual, professional, and academic backgrounds to maximize the benefits of their D.Min. studies. In one specific question (see Table 30), the respondents replied that the resources upon which they greatly depended while formulating, implementing, and writing their D.Min. major projects or theses included: personal faith commitments and values, understanding of own ministry setting and role in it, the Bible and methods of Biblical study, consultation with other minister(s), and own past experiences in similar ministry situation.

Alumni Perceptions Pertaining to the Strengths of the D.Min. Program at DTS

One of the strengths of the D.Min. program identified by the respondents was that the program offered options to pursue studies on the main campus of DTS in Dallas, Texas or to pursue studies at various extension campuses of DTS. The majority of the respondents (76.3 percent) completed their D.Min. studies on the DTS campus in Dallas, Texas, and 65.6 percent did not care for

extension centers; the extension centers were seen as a valuable option and it would be wise to maintain and expand those extension centers.

The pace at which the students are allowed to complete their D.Min. studies may also be considered a program strength. Although, 46.1 percent of the respondents completed their studies in 5 or less years, they appreciated the fact that they had up to ten years to complete their degree programs.

It also speaks well of the D.Min. program that it was the preferred choice of 67.9 percent of the respondents after investigating and comparing other D.Min. programs at other institutions. Key factors for this choice could be that a majority of the respondents (68 percent) consider the D.Min. program at DTS to be of "moderate or little time burden" and 92.4 percent consider it a "moderate or little financial burden," because time and financial factors are crucial to a full-time working minister. Many churches may pay for their pastors' Doctor of Ministry studies, which may explain why finances were not considered a major burden, in comparison to time, by the respondents.

One way to examine the strengths of a particular program of an institution is to investigate the reasons why students select that program. The key reasons for the respondents in this study for choosing the D.Min. program at DTS included: reputation of the program, content and focus of the program, reputation of a specific D.Min. faculty, ease of completing the program while working full-time, and geographical proximity to DTS or extension campuses.

Another way of examining the strengths of a particular program is to

ascertain the emphases of the program and evaluate the value of those emphases to the students. The respondents identified five key aspects that the D.Min. program placed “much” emphasis upon. These five aspects included: pastoral or practical theology, ministerial arts or practical studies, biblical studies, spiritual formation, and organized development. The key program aspects that were of “great value” to the students were in similar areas. The five aspects included: pastoral or practical theology, ministerial arts or practical studies, biblical studies, spiritual formation, and systematic, philosophical or historical theology.

The teaching faculties of a particular program are critical component to students’ perceptions about the strengths of that program. A large majority (80.0 percent) of the respondents rated full-time D.Min. faculty as “excellent.” The reasons for such a high rating were expressed in the open-ended question concerning the strengths of the D.Min. program at DTS. The respondents considered full-time faculty possessing the required academic and ministerial balance, spiritually mature, personal and caring, available to students, and passionate teachers.

The strength of the D.Min. program could also be assessed by the impact or the effect it has on its students during their studies. The key areas of “great change” in professional life acknowledged by the respondents included: gained clearer understanding of theology of ministry, gained a deeper understanding of how churches/organizations worked, gained increased self-awareness, gained a

greater self-confidence, increased ability to analyze problems that arise in ministry, have a renewed commitment to present job, became a stronger teacher, increased ability to evaluate programs at congregation or ministry setting, gained increased intellectual sophistication, and became a more effective preacher. This list reflects a very positive influence the program has on its students.

Another strength of the D.Min. program was the extent to which the academic lives of alumni were positively affected. The areas that were affected the most included: renewed commitment to job, developing creative solutions to significant problems/conflicts in ministry setting, discovery of new capacity for critical inquiry, and discovery of new depth of collegial support.

Since the students pursue their D.Min. studies part-time while holding full-time ministerial responsibilities, it is crucial to assess the effect it has on their congregations and ministry settings. When the respondents were asked to identify the areas in their congregations ministry settings that “improved or increased” during the course of their D.Min, studies, the key areas were: clarity of purpose of the ministry setting, quality of programs, organizational effectiveness , lay involvements, morale in ministry setting, number of programs, and quality of relationships in congregation or ministry setting. It comes as no surprise then that the congregations support their pastors’ pursuit of D.Min. and may also fund their studies.

An important strength of the program seems to be the quality of students the D.Min. program attracts. A large majority of the respondents (84.7 percent)

had a “very strong” commitment to the ordained ministry; almost the same number of respondents (80.9 percent) were “very certain” that ordained ministry is the right choice for them; 84.0 percent said they would enter the ordained ministry again if they had to choose.

In light of the above findings regarding the strengths of the Doctor of Ministry program at Dallas Theological Seminary, it was not surprising to discover that 89.3 percent of the respondents would enroll in the same D.Min. program at DTS if doing it again; 74.8 percent would “recommend with enthusiasm” the D. Min. program at DTS to others.

The D.Min. program aspects the respondents identified as strengths in the open-ended questions included: full-time D.Min. faculty, practical and relevant curriculum, reputation of DTS as an institution and D.Min. as a program, and long-term benefits of the program in continuing ministries.

Alumni Perceptions Pertaining to the Weaknesses of the D.Min. Program at DTS

Even though the alumni of Doctor of Ministry program at DTS reveal its strengths, program weaknesses were also cited by the respondents in the study.

The majority of the respondents noted that the faculty and administration did not give as high a priority to the D.Min. program and its students as they had hoped and expected. When asked to share their perceptions of the level of priority the faculty gave to the D.Min. program and students, 17.7 percent said it was “highest,” 56.9 percent said it was “high,” 20.0 percent said it was “moderate,” and 5.4 percent said it was “low.” In their reply to a similar question

about the administration's priority to the D.Min. program and students, just 9.3 percent said it was "highest," 45.0 percent said it was "high," 31.8 percent said it was "moderate," 13.2 percent said it was "low," and 0.8 percent said it was "lowest." One reason for this could be that the D.Min. degree is relatively a new degree program in the 76-year history of Dallas Theological Seminary, and the four-year Master of Theology (Th.M.) degree has been its flagship degree program.

A weakness that seems to emerge from the data pertains to the use of various libraries by students for D.Min. course work and major projects or theses. The percentage of respondents who made "much" use of libraries seems to be low: personal library (44.3 percent), nearby seminary or Bible college libraries (30.3 percent), DTS libraries on campus (21.4 percent), and public libraries (10.1 percent). This problem could be associated with the fact that students found it difficult to find the reading materials. The majority of the respondents (80.0 percent) had said it was "usually easy" to obtain the necessary reading materials for their D.Min. course work, but a much lesser (57.0 percent) said it was "usually easy" to obtain the necessary reading materials for their D.Min. projects or theses.

Another related issue regarding the use of libraries could be the difficulty of courses and the need for conducting library research for assignments. When the respondents were asked to compare the difficulty of courses, 46.1 percent said the difficulty of their D.Min. courses was the "same as Th.M./M.Div.

courses," and 25.2 percent said their D.Min. courses were "less difficult compared to Th.M./M.Div. courses." Just 28.5 percent said their D.Min. courses were "more difficult than Th.M./M.Div. courses." The course-work may not be sufficiently challenging to necessitate additional library research, and students may be relying on their previous knowledge or resources from their Master's degree programs.

Another major weakness can be attributed to the D.Min. major projects or theses and related issues. First, only 32.8 percent rated the preparation their D.Min. program provided to undertake their D.Min. major projects or theses as "excellent." Second, the percentage of those who consulted sources/texts "much" in preparation of their D.Min. major projects or theses was low: 1) Original sources and texts (42.7 percent), 2) Non-scholarly general works on ministry and theology (40.5 percent), and 3) Scholarly secondary literature (40.5 percent). Third, only 33.6 percent of the respondents said their D.Min. major projects or theses were the "most valuable feature of their D.Min. program." Fourth, only 44.6 percent of the respondents related the skills and abilities required to complete their D. Min. major projects or theses are being utilized in their continuing ministry "to a great extent." Fifth, 47.3 percent experienced "some difficulty" in staying on schedule while preparing for their major projects or theses proposal, but 67.7 percent had "some or great difficulty" in staying on schedule while writing their major projects or theses.

Another weakness of the program could be that much younger students are enrolling in a program probably intended for older, more mature students. The majority of the D.Min. graduates were 49 years old or less (76.3 percent). The majority of graduates had spent relatively fewer years in vocational ministries before enrolling in the D.Min. program. In open-ended comments, some respondents indicated that equality of age and ministry experiences is necessary for meaningful class-interaction with other students.

The lack of diversity in the student body of the D.Min. program may also be another weakness of the program, particularly regarding gender and ethnicity. A large percentage (98.5 percent) were male students of Caucasian (85.0 percent) background. According to the 1999 ATS Facts (2000), the current percentage of males in D.Min. programs is 85.0 percent and females 15.0 percent; the current Caucasian population of students among D.Min. programs is 58.6 percent.

Comparison With the 1987 National Study of D.Min. Programs

The percentage of respondents in the DTS study of Doctor of Ministry program and those in the 1987 study of D.Min. programs are very similar. Some of the major similarities and differences are highlighted below.

Almost the same percentage of respondents in the DTS study (65.6 percent) as well as those of the 1987 study (64.0 percent) said their D.Min. program was “general in focus with some specialization.” The percentage of those who thought their program was “specialized in focus” was much higher

among the respondents in the 1987 study (26.0 percent) compared to the DTS study respondents (0.8 percent).

More than 60 percent in the DTS study respondents and in the 1987 study had investigated other D.Min. programs at other institutions before enrolling in the one from which they graduated. Christian higher education students often return to their previous degree-granting institutions for another degree, but it is becoming increasingly common to pursue doctoral degrees from institutions different from the Masters degree-granting institutions.

When asked to comment about the time and financial burden to pursue their D.Min. studies, the percentage response of participants of 1987 study and the DTS study respondents were similar. This similarity could be attributed to the fact that time commitments to ministry settings and availability of finances to pursue D.Min. studies may be the same for ministers regardless of denominations, theological perspectives, and geographical settings.

The percentage of respondents in the 1987 study and DTS study rated the full-time faculty excellent at a much higher rate compared to the adjunct faculty. This difference needs to be further explored. Institutions often strive to choose from the most qualified talent in the workforce and recruit them as adjunct teachers to their programs, but that has not been the case in the opinions of the respondents in both the studies.

When comparing the course difficulties, a large percentage of 1987 study respondents found their D.Min. courses “more difficult than their Master level

courses" compared to the DTS study respondents. Simultaneously, a much larger percentage of DTS respondents found their D.Min. courses to be "less difficult than their Master level courses" in comparison to the respondents from 1987 study. This could be explained by the fact that almost half of the D.Min. study respondents were previous graduates of DTS with Th.M. degrees, and considered their Th.M. as one of the most intensive degree programs at DTS.

It seems the D.Min. programs in general are not enjoying a high level of priority from their faculty and administration. Compared to the 1987 study respondents, even lesser percentage of the DTS study respondents think the faculty and administration gave their D.Min. programs and students "highest" level of priority. This could be explained by the fact that D.Min. programs are considered professional continuing education, and they are not residential programs. Students come to campuses for contact classes once or twice a year for a week or two and DTS administration and faculty functions only as part-time D.Min. administration and faculty.

The ease with which the respondents in the DTS study and 1987 study were able to find reading materials for their course work during their D.Min. studies was similar, but more DTS respondents had difficulty finding reading materials for writing their D.Min. major projects or theses compared to the 1987 study respondents. This is explained by the fact that the DTS study respondents made less use of any kind of libraries compared to the 1987 study respondents. The 1987 study respondents who made "much" use of institutions' libraries on

campus were twice the percentage as compared to the DTS study respondents.

Another point of difference between the two groups of respondents is made evident by the fact that a much higher percentage of the 1987 study respondents (56.0 percent) in comparison to the DTS study respondents (33.6 percent) said their D.Min. major projects or theses were “most valuable feature of their D.Min. program.” This is further highlighted by the fact that a larger percentage of the 1987 study respondents (57.0 percent), in comparison to DTS study respondents (44.6 percent), said they used the skills and abilities acquired to do their D.Min. major projects or theses to a great extent in their continuing ministry. This further validates the earlier observation that D.Min. major projects or theses are one of the weaknesses of the program.

Overall, the respondents in both the studies were satisfied with their D.Min. programs. The 1987 study respondents (91.0 percent) and the DTS study (89.3 percent) overwhelmingly agreed they would “enroll in the same D.Min. program” if doing it over again.

Doctor of Ministry programs in general are dominated by male Caucasians. The percentage of male respondents in the 1987 study (96.0 percent) and in the DTS study (98.5 percent) provide evidence of this. The 1987 study respondents were 94.0 percent Caucasians as compared to 85.5 percent of the respondents in the DTS study. The DTS respondents showed a slightly greater mix of races and ethnicity compared to the 1987 study respondents.

There is a significant difference in percentage responses to theological

perspectives of DTS and 1987 study respondents. A large percentage of the 1987 respondents (46.0 percent) said they were moderate; 25.0 percent said they held to liberal theological perspectives in comparison to DTS study respondents (moderate=1.5 percent; liberal=0.0 percent). However, 98.5 percent of the DTS study respondents were conservative or very conservative in comparison to the 1987 study respondents (25 percent).

Not only the conservative perspectives distinguished the respondents in the 1987 study from the DTS study respondents, but also their commitment to ordained ministries. The commitment of the DTS study respondents to ordained ministry as their vocations was 84.7 percent in the “very strong” category compared to 75.0 percent of the 1987 study respondents. This sharp distinction could be explained by the fact that DTS is a conservative seminary with finely defined theological positions.

Recommendations to Maximize the Strengths and Eliminate the Weakness of the D.Min. Program at DTS.

A large majority of the respondents (82.5 percent) were in the age range of 40-59 years, serving in key ministerial responsibilities at the time their survey was administered. This group represented mature individuals with meaningful insights about the program. It would be fair to say that their opinions should be taken seriously. The recommendations at the end of this chapter are based upon the strengths and weaknesses identified by this distinguished group of individuals.

Conclusions

1. The pattern that emerged from the data indicates that the D.Min. alumni believe objectives and goals of the Doctor of Ministry program at Dallas Theological Seminary are being met. The Doctor of Ministry department needs to remain cognizant that they are attracting younger, innovative, Caucasian, male, academically intelligent, successful ministers to the program; the faculty, curriculum, objectives and administration needs to be at the cutting edge of progress to meet their needs and further equip them to be more effective in their respective ministries.

2. According to the perceptions of the alumni, the Doctor of Ministry program at Dallas Theological Seminary has its strengths. The overall praise of the D.Min. faculty and curriculum are strong indicators of its strength. The D.Min. program has had a very positive impact on the lives of its students and also on their ministries. The majority of the alumni recommend the D.Min. program at DTS with enthusiasm to others, and if they were doing it again, would enroll in the same D.Min. program at Dallas Theological Seminary.

3. According to the perceptions of the alumni, the Doctor of Ministry program at Dallas Theological Seminary has its weaknesses. Many respondents indicated that the entire process of their D.Min. major projects or theses was not the most valuable feature of their studies, which revealed several inherent weaknesses. The respondents were disappointed by the quality of teaching of adjunct D.Min. faculty that was much lower than the full-time D.Min. faculty. The

respondents were also disappointed by the low perception of D.Min. program in general and low priority given to it by DTS faculty and administration. The curriculum weaknesses stemmed from unchallenging and irrelevant course-work, inadequate teaching styles of the professors, and balance between academic vs. practical aspects of the program.

4. A casual comparison of the findings of this case study assessment with the 1987 national study of Doctor of Ministry programs reveals more similarities than differences. The Doctor of Ministry program at Dallas Theological Seminary does not differ greatly from those programs investigated in the 1987 national study of D.Min. programs. A few of the key differences are due to conservative theology of Dallas Theological Seminary and probably due to its strong Th.M. program (as expressed by many respondents in open comments), out of which many came back for their D.Min. studies.

Recommendations

Continuing professional education is a fact and trend in academe. Hence, enrollments in Doctor of Ministry programs are increasing and will continue to multiply in the future. For such programs to provide the best possible education, further research on instructional development factors and their function and use in continuing professional education courses needs to be conducted. Further, the results of such research need practical application. Listed below, in random order, are the recommendations of the principal investigator of this research:

1. This study concerned alumni perceptions of the D.Min. program at DTS. Additional studies, particularly replications of the current study among similar institutions offering similar programs, are needed to confirm and probe deeper the associations between the continuing professional educational needs of Christian ministers and methods of addressing them by Christian institutions.

2. Dallas Theological Seminary should conduct on-going research into its student population's perception of the Doctor of Ministry program. This would build a larger database for continued comparison, particularly among those demographic groups whose minimal representation in this study made data analysis and interpretation difficult or impossible.

3. Dallas Theological Seminary should add to its existing D.Min. exit survey items regarding student perceptions of strengths and weaknesses of D.Min. programs. This would add to the database the perceptions of students who have completed entire programs with the institution. These perceptions could then be compared with the data from the current study.

4. The Doctor of Ministry alumni should be encouraged to publish their experiences with D.Min. programs in refereed journals to bring the discussion of the program to the mainstream of scholarly writing. D.Min. alumni should also be encourage to publish scholarly articles about the findings of their research from their major projects or theses.

5. Dallas Theological Seminary should ensure that the D.Min. program is not considered inferior compared to its Ph.D. degree program. The purposes and

objectives of the D.Min. degree and Ph.D. degree need to be distinguished and highlighted. A fair comparison of all doctoral programs needs to be presented to its students, alumni, faculty, and other stakeholders.

6. The Doctor of Ministry department of Dallas Theological Seminary needs to raise the quality of teaching of the D.Min. adjunct faculty up to par with the D.Min. full-time faculty to ensure that both academic and ministerial excellence is maintained.

7. The DTS full-time faculty needs to remain cognizant that more than half of the D.Min. students may have already been under their teaching during the Master of Theology (Th.M.) degree program. The content and style should not be repetitive but complimentary.

8. The Doctor of Ministry department of Dallas Theological Seminary needs to clearly define the genre of D.Min. major projects or theses and make this final step of the program as valuable to its students as any other aspect of the D.Min. program.

9. Dallas Theological Seminary should invest resources, personnel, and staff training into D.Min. department to better facilitate the program.

10. The Doctor of Ministry department should list the objectives of the program more clearly and convey the same to its students. The D.Min. department should also list measurable goals to accomplish through the program and assess them.

11. The Doctor of Ministry department of Dallas Theological Seminary should analyze the remaining questions from this study to gain further insight into the D.Min. students and their needs for continuing professional education.

12. Dallas Theological Seminary should consider marketing strategies specifically designed to attract female students and non-Caucasian ethnic groups. Such marketing strategies could emphasize the opportunities open to women in church ministry and the need for trained personnel in ethnic churches in the United States. These strategies could also emphasize study for personal enrichment for women and ethnic groups. Such strategies might also emphasize the practical nature of continuing professional education, such as the flexibility of part-time study.

13. Dallas Theological Seminary should develop marketing strategies for older students, particularly those 40 years of age and older. The Doctor of Ministry program could provide a much needed boost to the ministers and their congregations during the maturing years of both.

14. Dallas Theological Seminary should develop marketing strategies designed to increase new student enrollment. Targeting females, ethnic minorities, and older students would aid in increasing new student enrollment. However, cultivating further enrollments among already well-represented groups is necessary for continued program health.

15. The Doctor of Ministry department should make a prerequisite of minimum age just as the prerequisite of minimum years in vocational ministries.

The D.Min. program should be aimed at ministers either in their 30s with 5+ years of vocational ministry experience or in their 40s with 5+ years of experience in vocational ministries.

16. Dallas Theological Seminary should emphasize the positive results of this study in future marketing and publicity endeavors. This includes the presentation of information in manageable chunks and the strengths of the Doctor of Ministry program.

17. Curriculum developers, particularly the director of D.Min. studies and the academic dean of Dallas Theological Seminary, should consider the strengths and weaknesses indicated by the current study in the planning of future courses. Specific courses could be written which adhere to the needs of the working ministers pointed out by this study, and avoid or downplay those factors perceived to be least helpful.

18. Training for Doctor of Ministry program faculty and program designers should be broadened to include a review of the results of this study and a consideration of its implications. These people, particularly the program designers, should be included in the re-evaluations recommended and the implementation of alternatives in certain factors.

19. New courses implementing emphasis recommended by this study should be pilot-tested and field-tested. The instrument utilized in this study could be used to gather data from pilot and field tests. This information should then be compared and contrasted with the results of the current study. Similarities and

differences in student perceptions should be noted and further adjustments in the D.Min. curriculum could then be made.

20. Dallas Theological Seminary should also gather the perceptions of those D.Min. students who dropped out of the program or exceeded their time limits to earn their degrees. Their perceptions will give further insight into the strengths and weaknesses of the program and help with developing retention programs.

21. The Doctor of Ministry department of Dallas Theological seminary should standardize the instrument used for this research and replicate the research every five years to make comparisons with the finding of this research. Further research will broaden the database of findings and enhance the effectiveness of the program.

APPENDIX A

SURVEY INSTRUMENT

Dallas Theological Seminary
Doctor of Ministry
Assessment Questionnaire

Thank you for your time and valuable contribution to Dallas Theological Seminary's continued efforts to enhance the effectiveness of its Doctor of Ministry Program.

You may use any pen or pencil to answer your questions. ***PLEASE DO NOT IDENTIFY YOURSELF ON THE FOLLOWING SHEETS IN ANY WAY.***

Most of the questions require a simple check ☒ from you. The average time to complete this questionnaire is 30 minutes. Please set aside 30 - 45 minutes of your uninterrupted time in the next few days to answer the questions and then return the completed questionnaire promptly.

Please answer all applicable questions, complete all eight sections of the questionnaire, and mail it in the self-addressed and postage paid envelope to:

Eugene W. Pond
Director, Institutional Research & Planning
Dallas Theological Seminary
3909 Swiss Avenue
Dallas, TX 75204-6499

If you have questions or need clarification, please direct them to Sukhwant S. Bhatia at DMinResearch@aol.com

DOCTOR OF MINISTRY ASSESSMENT QUESTIONNAIRE
(PLEASE COMPLETE ALL SECTIONS)

I ABOUT CONTINUING EDUCATION IN GENERAL

Note: The following questions pertain to continuing education in general, not specifically to D.Min. programs.

A. 1. Does your church, denomination or organization *require* its ministers to do a certain amount of continuing education each year? ☐ Yes ☐ No

2. In your opinion, *should* it require a certain amount of continuing education? ☐ Yes ☐ No

3. How much pressure is/was there on you to engage in regular continuing education:

	From your Organization/Church?	From your Peers?
1. A great deal	☐	☐
2. Some	☐	☐
3. Little or none	☐	☐

B. Have you taken part in continuing education since completing your D.Min. program? ☐ Yes ☐ No

If *yes*: 1. What kind of continuing education was it? In the left hand column below, check as many categories as apply

2. In the column on the right, give an estimate of the *number of days* that you have spent or anticipate spending through December 2000.

Participated	**No. of Days**
☐ Formal program working toward a degree or certificate at a theological seminary	_____
☐ Formal program working toward a degree or certificate at a secular institution	_____
☐ Non-credit seminars or workshops at a seminary or theological center	_____
☐ Non-credit seminars or workshops at a secular institution	_____
☐ Travel-study program	_____
☐ Independent study	_____
☐ Study group consisting of local ministers	_____
☐ A spiritual retreat	_____
☐ Other_____	_____

C. How much annual study leave (excluding sabbatical) does your congregation or employer provide you?

☐ None ☐ Two Weeks ☐ Four weeks ☐ Six weeks or more
☐ One week ☐ Three weeks ☐ Five weeks

1. If study leave time is provided, is the amount adequate? ☐ Yes ☐ No

2. If study time is provided, did you/will you use it in year 2000?

☐ Yes, all of it ☐ Yes, some of it ☐ No, none of it

D. Does your congregation or employer provides funds for you to use in paying the cost of continuing education, such as for tuition, travel, etc.? ☐ Yes ☐ No

1. If yes, what is the allowance? $ _____ (per year)

2. If yes, is the amount adequate? ☐ Yes ☐ No

3. If an allowance is provided, did you or will you use it in year 2000?

☐ Yes, all of it ☐ Yes, some of it ☐ No, none of it

II ATTITUDE TOWARDS THE DOCTOR OF MINISTRY DEGREE

Note: In this section, we would like to have your opinion about the Doctor of Ministry program in general.

A. Listed below are some general statements about the D.Min degree. Please indicate the extent to which you agree with each.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. All other factors being equal, a minister with a D.Min. should be paid more than a minister who has only a Th.M. or M.Div.	☐	☐	☐	☐
2. All other factors being equal, a minister with a D.Min. should be hired (appointed) in preference to someone who has only a Th.M. or M.Div.	☐	☐	☐	☐
3. A minister who has earned the D.Min. degree, should be called "Dr." in public settings	☐	☐	☐	☐
4. A minister who has a D.Min. degree is more likely to be respected by other community leaders than those without a D.Min degree	☐	☐	☐	☐
5. All other factors being equal, a minister who regularly engages in continuing education should be hired (appointed) in preference to someone who does not	☐	☐	☐	☐
6. All other factors being equal, regular participation in continuing education should be given more weight in a hiring decision (or the appointive process) than whether a person has a D.Min. degree	☐	☐	☐	☐

B. Which *one* of the following two statements better describes what you think the D.Min. degree *should be?* Which better describes what you think D.Min. program at DTS *actually was?* Which better describes most D.Min. programs? (Check ☒ one in each column.)

	Should Be	DTS Program Actually Was	Most Programs Actually Are
1. A mark of distinction with selective admissions policies and rigorous standards for completion	☐	☐	☐
	or	or	or
2. Open to all vocational ministers who want a structured program of continuing education	☐	☐	☐

C. Which one of the following statements best describes your opinion of the D.Min. degree, in general?

The concept of a professional doctorate, D.Min. (Check ☒ one*):*

- ☐ Is a sound one, and in general, all seminaries offer D.Min. educational experiences of good quality
- ☐ Is a sound one, but some seminary programs (not including DTS) are of dubious or poor quality
- ☐ Is a sound one, but some seminary programs (including DTS) are of dubious or poor quality
- ☐ Is a sound one, but most or all current seminary D.Min. programs are of dubious or poor quality
- ☐ Is *unsound,* the D.Min. degree should not be given
- ☐ No opinion

D. How many years did you serve in vocational ministry before you began your D. Min. program?

☐ 1–3 Years ☐ 4–6 Years ☐ 7–10 years ☐ 11–15 Years ☐ 16–20 Years ☐ 20+ years

III INVOLVEMENT IN THE D. MIN. PROGRAM AT DTS

A. In what year did you begin your D.Min program? _____Year you received D. Min. degree: _____

B. Where did you take most of your D.Min. courses? ☐ On DTS campus ☐ At DTS extension campus

C. Would you have preferred more DTS extension campus choices for your D. Min. program? ☐ Yes ☐ No

D. Which best describes the D.Min. program at DTS? (Check ☒one)

☐ General in overall focus

☐ General in focus, but allowing for some specialization

☐ Specialized in focus

Area or field of specialization (if any):_____

E. Before deciding to enroll in your D.Min. program at Dallas Theological Seminary, did you investigate any other D.Min. programs? ☐ Yes ☐ No

F. How important were each of the following reasons in deciding on the D.Min. program at DTS?

	Very Important	Important	Somewhat Important	Not Important
1. Geographical proximity of the seminary	☐	☐	☐	☐
2. Possibility of an off-campus program	☐	☐	☐	☐
3. Content and focus of the program	☐	☐	☐	☐
4. Reputation of the program	☐	☐	☐	☐
5. Reputation of particular faculty teaching in the program	☐	☐	☐	☐
6. Cost of the program	☐	☐	☐	☐
7. Availability of financial aid	☐	☐	☐	☐
8. Non-denominational affiliation of seminary	☐	☐	☐	☐
9. Ease of completing program while working fulltime	☐	☐	☐	☐
10. Opportunity to join a D.Min. colleague group forming in my area	☐	☐	☐	☐
11. Encouragement of denominational executive/Board member	☐	☐	☐	☐
12. Other:_____	☐	☐	☐	☐

G. In what way did non-denominational affiliation of DTS affect your choice of D.Min.? (Check ☒ one.)

☐ I wanted a D.Min. from a seminary with no denominational affiliations.

☐ I wanted a D.Min. from a seminary or a denomination *other* than my own.

☐ Denominational affiliation was not a factor in my choice of the program.

H. Please *estimate* the total cost (tuition, books, travel, housing, meals, typing, etc.) related to your obtaining of the D.Min. degree. (Please give total before any financial aid was deducted.) $_____

I. Did you receive any financial aid grants or loans for your D.Min. program from:

	Grants	Loans
1. The seminary?	☐	☐
2. Your denomination?	☐	☐
3. Your congregation or employer?	☐	☐
4. Other:_____	☐	☐

Total dollar amounts of grants from all sources? $_____

Total dollar amounts of loans from all sources? $_____

J. How much of a *financial* burden did you find it was to meet the expense of your D.Min. program? (☒ one)

☐ Great burden ☐ Moderate burden ☐ Little or no burden

K. How much of a *time* burden did you find it was to be involved in your D.Min. program? (☒ one)

☐ Great burden ☐ Moderate burden ☐ Little or no burden

IV D.MIN. PROGRAM EMPHASIS AND COMPONENTS

A. Listed below are a variety of emphases that D.Min. programs may have. For each, please indicate:

First, how much emphasis was placed on each in *your D.Min. program.*

Second, how valuable you found the emphasis to be for your overall personal, professional and intellectual growth. (If not applicable, leave it blank.)

	Extent of Emphasis in Your D. Min Program				Value to You			
	Much	Some	Little	None	Great	Some	Little	None
1. Systematic, philosophical or historical theology	☐	☐	☐	☐	☐	☐	☐	☐
2. Pastoral or practical theology	☐	☐	☐	☐	☐	☐	☐	☐
3. Biblical studies	☐	☐	☐	☐	☐	☐	☐	☐
4. Ethics	☐	☐	☐	☐	☐	☐	☐	☐
5. Church history	☐	☐	☐	☐	☐	☐	☐	☐
6. Spiritual formation	☐	☐	☐	☐	☐	☐	☐	☐
7. Sociological theory	☐	☐	☐	☐	☐	☐	☐	☐
8. Psychological theory	☐	☐	☐	☐	☐	☐	☐	☐
9. Organized development	☐	☐	☐	☐	☐	☐	☐	☐
10. Ministerial arts, practical studies (e.g., preaching, pastoral counseling, Christian education, etc.)	☐	☐	☐	☐	☐	☐	☐	☐

B. Which two (if any) of the above areas would you most have liked to have emphasized *more* in your D.Min. program? (Write appropriate numbers.) _____ _____

C. Which two (if any) of the above areas would you most have liked to have emphasized *less* in your D.Min. program? (Write appropriate numbers.) _____ _____

D. Listed below are a variety of structures and methodologies common to many D.Min. programs. For each, please indicate:

First, the amount of use or emphasis that each received in your D.Min. program at DTS.

Second, how valuable you found the structure/methodology to be for your own personal and professional learning. (If not applicable, leave it blank)

	Extent of Emphasis in Your D. Min Program				Value to You			
	Much	Some	Little	None	Great	Some	Little	None
1. Seminars	☐	☐	☐	☐	☐	☐	☐	☐
2. Faculty lectures	☐	☐	☐	☐	☐	☐	☐	☐
3. Supervised practice (e.g., work in student's church)	☐	☐	☐	☐	☐	☐	☐	☐
4. Case studies	☐	☐	☐	☐	☐	☐	☐	☐
5. Library research	☐	☐	☐	☐	☐	☐	☐	☐
6. Analysis/evaluation of ministry setting	☐	☐	☐	☐	☐	☐	☐	☐
7. Career assessment	☐	☐	☐	☐	☐	☐	☐	☐
8. Colleague/support group	☐	☐	☐	☐	☐	☐	☐	☐
9. Peer or collegial learning	☐	☐	☐	☐	☐	☐	☐	☐
10. Learning contract	☐	☐	☐	☐	☐	☐	☐	☐
11. Course exams	☐	☐	☐	☐	☐	☐	☐	☐
12. Qualifying exams	☐	☐	☐	☐	☐	☐	☐	☐
13. Involvement of laity from your ministry setting	☐	☐	☐	☐	☐	☐	☐	☐

E. Which two, if any, of the above area (from question D) would you most have liked to have emphasized *more* in your D.Min. program? (write appropriate numbers) _____ _____

F. Which two, if any, of the above areas (from question D) would you most have liked to have emphasized *less* in your D.Min. program? (write appropriate numbers) _____ _____

G. How would you evaluate the *overall* quality of teaching in your D.Min. program by:

	Excellent	Good	Fair	Poor
1. Full-time faculty from DTS	☐	☐	☐	☐
2. Adjunct faculty	☐	☐	☐	☐

H. D.Min. programs have rules about completion of assignments within specified times and maximum periods of time one can spend in various program phases. At DTS, were these guidelines and rules: (☒ one.)

- ☐ Always strictly enforced
- ☐ Usually enforced
- ☐ Enforced in some courses/areas; not in others
- ☐ Rarely enforced and/or easy to get waived or extended
- ☐ Program had no such guidelines or rules

I. In general, did you complete the assigned reading for your D.Min. courses? (Check ☒ one)

☐ Always ☐ Usually ☐ Sometimes ☐ Rarely ☐ Never

J. Thinking back to your Th.M./M.Div. course work, how would you compare the level of difficulty of advanced Th.M./M.Div. courses to the courses in your D.Min. program? (Check ☒ one)

- ☐ About the same level of difficulty
- ☐ D.Min. courses were more difficult than advanced Th.M./M.Div. courses
- ☐ D.Min. courses were less difficult than advanced Th.M./M.Div. courses

K. How would you assess the level of ability of those D.Min. students you had an opportunity to observe in your program? What percent would you say were persons of:

1. _____% great ability 2. _____% moderate ability 3. _____% limited ability

L. What priority did you perceive that the D.Min. program and students received from *faculty*? (☒ one)

☐ Highest ☐ High ☐ Moderate ☐ Low ☐ Lowest

M. What priority did you perceive that the D.Min. program and students received from the *administration*?

☐ Highest ☐ High ☐ Moderate ☐ Low ☐ Lowest

N. Think of a typical D.Min. course that you took, and then answer the following questions about it.

1. How many students do you estimate were in this course? _____
2. Do you feel that the size of this class was too large, about right or too small? (Check ☒ one)

   ☐ Too large ☐ About right ☐ Too small
3. About what percentage of students in this class were *not* D.Min. students? _____%

O. Do you think it is a good idea to have non-D.Min. students in D.Min. courses? (Check ☒ one)

☐ Yes, in all courses ☐ Yes, in some courses ☐ No, never

P. How easy was it for you to obtain needed reading materials for:

	Usually Easy	Mixed	Usually Difficult
1. Courses	☐	☐	☐
2. Major project/thesis	☐	☐	☐

Q. What was the nature of your final project/thesis for your D.Min. degree? (Check ☒ one)

- ☐ A dissertation in scholarly form on a theological and/or practical topic
- ☐ An extended essay, without full scholarly apparatus, on a theological and/or practical topic
- ☐ An experiment or project in the local setting, followed by a written project report
- ☐ Other_____

R. What was the primary focus of your D.Min. major project/thesis? Describe it in a sentence.

_____

S. In carrying out your major project/thesis, how much use did you make of each of the following:

	Very Much	Some	Little	None
1. DTS libraries on campus	☐	☐	☐	☐
2. Nearby seminary or college library	☐	☐	☐	☐
3. Public library	☐	☐	☐	☐
4. Your own library	☐	☐	☐	☐

T. In formulating, implementing and writing your major project/thesis, to what extent did you draw on each of the following types of resources? (Please try to make distinctions regarding the relative use made of each.)

	Very Much	Some	Little	None
1. Your present faith commitments and values	☐	☐	☐	☐
2. The Bible and methods of Biblical study	☐	☐	☐	☐
3. Examples/ideas from the history and tradition of the church	☐	☐	☐	☐
4. Your past experience in similar ministry situations	☐	☐	☐	☐
5. Prayer and meditation	☐	☐	☐	☐
6. Content and methods of theology and ethics	☐	☐	☐	☐
7. Literature, philosophy, the arts	☐	☐	☐	☐
8. Theory and methods from the human sciences (psychology, sociology, organizational development, etc.)	☐	☐	☐	☐
9. Your understanding of your ministry setting and your role in it	☐	☐	☐	☐
10. Consultation with other minister(s)	☐	☐	☐	☐
11. Consultation with other professionals	☐	☐	☐	☐
12. Consultation with laity in your ministry setting	☐	☐	☐	☐

U. How would you rate the preparation your D.Min. program gave you to undertake the major project/thesis?

☐ Excellent ☐ Good ☐ Fair ☐ Poor

V. How much did you consult the following kinds of sources/texts in preparing your D.Min. project or thesis?

	Very Much	Some	Little	None
1. Original sources and texts	☐	☐	☐	☐
2. Scholarly secondary literature	☐	☐	☐	☐
3. Works on ministry and theology intended for a general audience (i.e., non-scholarly)	☐	☐	☐	☐

W. Overall, how would you assess the benefits of the major project/thesis?

☐ The most valuable feature of my D.Min. program
☐ Very valuable, but *not* the most valuable feature of my D.Min. program
☐ Somewhat valuable
☐ Of no value

X. To what extent have the skills and abilities required to complete your project or thesis been of use in your continuing ministry? (Check ☒ one)

☐ To a great extent ☐ To some extent ☐ Of little use ☐ Of no use at all

Y. How much difficulty did you have, if any, in staying on schedule at each of the following points in your program: (If not applicable, leave it blank)

	Great Difficulty	Some	Little	No Difficulty
1. While taking courses	☐	☐	☐	☐
2. While preparing for and taking qualifying exams	☐	☐	☐	☐
3. While preparing a project/thesis proposal	☐	☐	☐	☐
4. While writing the project or thesis	☐	☐	☐	☐
5. Other (specify):_____	☐	☐	☐	☐

Z. If someone asked you for your opinion about whether to enter the D.Min. program at DTS, you would . . .

☐ Recommend with enthusiasm ☐ Recommend with reservation
☐ Recommend ☐ Not recommend it at all

V EXPERIENCES DURING AND SINCE INVOLVEMENT IN D.MIN. PROGRAM

A. To what extent would you say that each of the following was true for you during the time you were involved in your D.Min. program at DTS?

	Very Much	Some	Little	None
1. Became distracted from my job by the demands of the D.Min. program	☐	☐	☐	☐
2. Experienced renewed commitment to my job	☐	☐	☐	☐
3. Had difficulty meeting academic demands and requirements	☐	☐	☐	☐
4. Discovered new capacities for critical inquiry	☐	☐	☐	☐
5. Developed personal/family problems traceable to my D.Min involvement	☐	☐	☐	☐
6. Discovered new depth of collegial support with other pastors	☐	☐	☐	☐
7. Developed conflict(s) in my ministry setting traceable to my D.Min. involvement	☐	☐	☐	☐
8. Developed creative solutions to significant problems or conflicts in my ministry setting	☐	☐	☐	☐

B. Listed below are several possible changes that can occur as a result of participation in a D.Min. program. Please assess to what extent you believe each has occurred for you *as a result of having participated in the* D.Min. program at DTS.

	Great	Moderate	A Little	Not at all
1. Gained increased intellectual sophistication	☐	☐	☐	☐
2. Gained increased capacity for theological reflection	☐	☐	☐	☐
3. Gained clearer understanding of your theology of ministry	☐	☐	☐	☐
4. Gained increased spiritual depth	☐	☐	☐	☐
5. Gained increased self-awareness	☐	☐	☐	☐
6. Improved your worship leadership	☐	☐	☐	☐
7. Became a better preacher	☐	☐	☐	☐
8. Became better at management	☐	☐	☐	☐
9. Improved your counseling abilities	☐	☐	☐	☐
10. Became a better teacher	☐	☐	☐	☐
11. Increased your skills as a spiritual director/guide	☐	☐	☐	☐
12. Gained a deeper understanding of how churches/organizations work	☐	☐	☐	☐
13. Became a more effective leader in the community	☐	☐	☐	☐
14. Improved your skills in program development	☐	☐	☐	☐
15. Have a renewed commitment to your *present* job	☐	☐	☐	☐
16. Became restless and sought (or are seeking) a new job	☐	☐	☐	☐
17. Became weary of study	☐	☐	☐	☐
18. Have greater appetite for reading and study	☐	☐	☐	☐
19. Have a greater self-confidence	☐	☐	☐	☐
20. Increased your ability to set priorities	☐	☐	☐	☐
21. Increased your ability to analyze problems that arise in your ministry	☐	☐	☐	☐
22. Increased your ability to evaluate your performance	☐	☐	☐	☐
23. Increased your ability to evaluate programs in which your congregation or ministry-setting is engaged	☐	☐	☐	☐
24. Increased your ability to relate to other professions	☐	☐	☐	☐
25. Increased your involvement in ecumenical or denominational activities, or consulting with other churches	☐	☐	☐	☐

C. If you had to do it again, what decision would you make about enrolling in a D.Min. program?

☐ I would enroll in the same D.Min program at DTS

☐ I would enroll in a D.Min. program at another institution

☐ I would not enroll in any D.Min. program

D. During your participation in the D.Min. program, what proportion of persons in your congregation or ministry setting, would you estimate, knew you were involved in a D.Min. program? (Check ☒ one)

☐ All ☐ Most ☐ Some ☐ Few ☐ None

E. Among those who knew of your involvement in a D.Min. program, what was the majority opinion?

☐ Most were enthusiastic
☐ Most were indifferent
☐ Most would have preferred that I were not involved
☐ Opinions were thoroughly mixed

F. While you were involved in the D.Min. program at DTS, what happened in the following areas in your congregation or ministry setting? If you served in more than one position during that time, refer to the one you served longer. (If not applicable, leave it blank.)

	Improved or Increased	Stayed the same	Declined or Worsened
1. Morale in the ministry setting	☐	☐	☐
2. Quality of program	☐	☐	☐
3. Amount of program	☐	☐	☐
4. Lay involvement	☐	☐	☐
5. Organizational effectiveness	☐	☐	☐
6. Clarity of purpose of the ministry setting	☐	☐	☐
7. Quality of relationships	☐	☐	☐

VI SOME GENERAL QUESTIONS ABOUT YOUR MINISTRY

A. A variety of factors affect a minister's status as a leader in a congregation or other setting in which one works. How important is each of the following factors for *your* confidence in yourself as a leader? How important for the lay people with whom you work are the following qualities or credentials for *their* acceptance of your ministry? (Note: Since it is unlikely that everything can be of highest importance, please try to make distinctions in the importance of the factors.)

	Importance for your Confidence in Yourself				Importance for those in Your Congregation/Setting			
	Highest	High	Some	Little	Highest	High	Some	Little
1. Ordination	☐	☐	☐	☐	☐	☐	☐	☐
2. A basic seminary degree	☐	☐	☐	☐	☐	☐	☐	☐
3. An earned advanced degree	☐	☐	☐	☐	☐	☐	☐	☐
4. Competence in the various tasks of ministry	☐	☐	☐	☐	☐	☐	☐	☐
5. A clear sense of call from God	☐	☐	☐	☐	☐	☐	☐	☐
6. Personal faith	☐	☐	☐	☐	☐	☐	☐	☐
7. Ability to inspire faith in others	☐	☐	☐	☐	☐	☐	☐	☐
8. Depth of learning and ability to think critically	☐	☐	☐	☐	☐	☐	☐	☐
9. Fairness, integrity, personal honesty	☐	☐	☐	☐	☐	☐	☐	☐
10. An open, affirming style of dealing with others	☐	☐	☐	☐	☐	☐	☐	☐
11. Capacity to show pastoral concern	☐	☐	☐	☐	☐	☐	☐	☐
12. Physical appearance	☐	☐	☐	☐	☐	☐	☐	☐
13. Continuing support by the official governing board of your congregation/setting	☐	☐	☐	☐	☐	☐	☐	☐
14. Continuing support of a board official or body	☐	☐	☐	☐	☐	☐	☐	☐
15. Recognition of your clergy peers	☐	☐	☐	☐	☐	☐	☐	☐

B. Looking back over the preceding list, write in the number of the *one* factor which is the *most important* for your confidence in yourself as a leader. _____

C. To what extent is each of the following true for you?

	Always	Often	Occasionally	Never
1. I feel that I am really accomplishing something in my ministry	☐	☐	☐	☐
2. I feel successful in overcoming difficulties and obstacles in my ministry	☐	☐	☐	☐
3. I frequently seek the advice and input of other ministerial colleagues in my work	☐	☐	☐	☐

D. Who *should* be the *primary* evaluators of clergy? (Check ☒ one.)

☐ Church/Denominational Board
☐ Clergy peers
☐ Laity in the ministry-setting

E. When you encounter new or unusual problems in ministry, on which of the following resources do you typically draw?

	Very Often	Often	Sometimes	Rarely or Never
1. Your present faith commitments and values	☐	☐	☐	☐
2. The Bible and methods of Biblical study	☐	☐	☐	☐
3. Examples/ideas from the history and tradition of the church	☐	☐	☐	☐
4. Your past experience in similar ministry situations	☐	☐	☐	☐
5. Prayer and meditation	☐	☐	☐	☐
6. Content and methods of theology and ethics	☐	☐	☐	☐
7. Literature, philosophy, the arts	☐	☐	☐	☐
8. Theory and methods from the human sciences (psychology, sociology, organizational development, etc.)	☐	☐	☐	☐
9. Your understanding of your ministry setting and your role in it	☐	☐	☐	☐
10. Consultation with other clergy	☐	☐	☐	☐
11. Consultation with other professionals	☐	☐	☐	☐
12. Consultation with laity in your ministry-setting	☐	☐	☐	☐

F. How strong is your commitment to the ordained ministry as your vocation? (Check ☒ one)

☐ Very strong ☐ Vacillating ☐ No commitment; ready to change
☐ Moderately strong ☐ Quite weak

G. If you could make the choice again, would you enter the ordained ministry? (Check ☒ one)

☐ Definitely Yes ☐ Uncertain ☐ Definitely No
☐ Probably Yes ☐ Probably No

H. How certain are you that the ordained ministry is the right profession for you? (Check ☒ one)

☐ Very certain ☐ Moderately uncertain
☐ Moderately certain ☐ Very uncertain

I. How seriously, if at all, have you thought *during the last year* about leaving the ministry? (Check ☒ one)

☐ Never thought about it ☐ Not at all seriously ☐ Somewhat seriously
☐ Quite seriously, considering it ☐ Very seriously, now trying to leave

J. Throughout your ministerial career, would you say you have been: (Check ☒ one)

☐ Highly innovative ☐ Slightly innovative
☐ Moderately innovative ☐ Have generally stuck to traditional methods

VII BACKGROUND

A. What was your primary position at the time you began your D.Min. program? (Check ☒ one.)

- ☐ Sole pastor of a congregation or pastoral charge
- ☐ Senior pastor with other ordained clergy on staff
- ☐ Associate/assistant pastor with general duties
- ☐ Minister of education in a congregation
- ☐ Pastoral counselor on staff of a congregation
- ☐ Pastoral counselor in private practice or with a counseling center
- ☐ Denominational staff or executive
- ☐ Staff or executive of denomination
- ☐ Seminary faculty/administrator
- ☐ Other:_____

In what year did you begin this position? _____(yyyy)

B. What is your current primary position? (Check ☒ one.)

- ☐ Same position as in A above; same congregation or organization as in A above.
- ☐ Same position as in A above; different congregation or organization as in A above.
- ☐ Different position as in A above; same congregation or organization as in A above.
- ☐ Different position as in A above; different congregation or organization as in A above.

If your current primary position is different from A above, what is it? (Check ☒ one.)

- ☐ Sole pastor if a congregation or pastoral charge
- ☐ Senior pastor with other ordained clergy on staff
- ☐ Associate/assistant pastor with general duties
- ☐ Minister of education in a congregation
- ☐ Pastoral counselor on staff of a congregation
- ☐ Pastoral counselor in private practice or with a counseling center
- ☐ Denominational staff or executive
- ☐ Staff or executive of denomination
- ☐ Seminary faculty/administrator
- ☐ Other:_____

In what year did you begin this position? _____(yyyy)

C. Since ordination, in how many *different, primary* positions have you worked (i.e., full-time positions or part-time positions that represent your major ministerial commitment)? _____

How many of these positions were as a church minister? _____

D. What is *your* approximate annual, before tax, *cash* salary? (Include any housing allowance that you receive or an estimate of the fair rental value of your parsonage.)

1. At the time you began your D.Min. program $_____ 2. Currently $_____

E. *At the time you began your D.Min. program,* how satisfied were you with the primary position you then held? (Check ☒ one)

- ☐ Very satisfied
- ☐ Moderately satisfied
- ☐ Dissatisfied
- ☐ Very dissatisfied

F. *At the time you began your D.Min. program,* did your primary position offer you maximum opportunity for expression of your talents for ministry? (Check ☒ one)

☐ Yes, definitely ☐ Yes, to some degree ☐ No, not really

G. If, at the time you began your D.Min. program and/or currently, you serve(d) in a *church ministry position*, please answer each of the following by checking the appropriate category for:

1. Your congregation at the time you began your D.Min. program.
2. Your current congregation (whether the same or different).
3. Your immediate past congregation (answer only if different from one and two).

a. Membership of congregation:

	At entry	Current	Past
1. Less than 100	☐	☐	☐
2. 100-199	☐	☐	☐
3. 200-399	☐	☐	☐
4. 400-699	☐	☐	☐
5. 700-999	☐	☐	☐
6. 1000 plus	☐	☐	☐

b. Size of community in which congregation is/was located:

	At entry	Current	Past
1. Under 2,500 (rural, open country)	☐	☐	☐
2. 2,500-10,000 (town)	☐	☐	☐
3. 10,000-50,000 (small city)	☐	☐	☐
4. 50,000+ (metro suburb)	☐	☐	☐
5. 50,000-250,000 (medium city)	☐	☐	☐
6. 250,000+ (large city)	☐	☐	☐

c. The congregation is/was:

	At entry	Current	Past
1. Growing and developing	☐	☐	☐
2. Holding its own	☐	☐	☐
3. Generally declining	☐	☐	☐

d. Approximate proportion of members who have/had college degrees:

	At entry	Current	Past
1. Less than 10%	☐	☐	☐
2. 10%-25%	☐	☐	☐
3. 25%-50%	☐	☐	☐
4. 50%-75%	☐	☐	☐
5. 75% or more	☐	☐	☐

H. Within the broad spectrum of American Christianity, which one of the following best describes your theological perspective? (Check ☒ one)

☐ Very liberal ☐ Moderate ☐ Very conservative
☐ Liberal ☐ Conservative

I. In what year were you born? 19_____ J. Year ordained? 19_____

K. Denomination in which you were ordained?_____

L. Current denomination you serve in?_____

M. What is your race/ethnicity? (Check ☒ one)

☐ White/Anglo ☐ Black ☐ Native American
☐ Asian American ☐ Hispanic ☐ Other: _____

N. Your Citizenship? ☐ U.S.A. ☐ Canadian ☐ Other: _____

O. Your Gender: ☐ Male ☐ Female

P. Which of the following degrees do you hold? (Check ☒ all that apply.)

☐ M.A. Seminary:_____

☐ M.R.E. State or Province:_____

☐ M.Div. or B. D.

☐ Th.M./S.T.M.

☐ Th.D./S.T.D./Ph.D.

☐ Honorary Doctorate (D.D., L.L.D., etc.)

☐ Other (except D.Min.):_____

Q. What is your marital status? (Check ☒ one)

☐ Single, never married ☐ Married ☐ Divorced, separated ☐ Widowed

R. Has your marital status changed since you began your D.Min. program?

☐ Yes ☐ No If *yes*, please indicate how it has changed:_____

_____

S. In what state did you live when you began your D.Min. program?_____

T. In what state do you currently live?_____

U. What was your college grade average? (Check ☒ one)

☐ A ☐ B+ ☐ B- ☐ C ☐ A- ☐ B ☐ C+ ☐ Less than C

V. What was your seminary grade average? (Check ☒ one)

☐ A ☐ B+ ☐ B- ☐ C ☐ A- ☐ B ☐ C+ ☐ Less than C

VIII FINAL COMMENTS ABOUT THE D.MIN. PROGRAM AT DTS

A. What do you perceive to be the STRENGTHS of the D.Min. program at Dallas Theological Seminary.

_____

_____

_____

_____

_____

B. What do you perceive to be the WEAKNESSES of the D.Min. program at Dallas Theological Seminary.

_____

_____

_____

_____

_____

SSB

APPENDIX B

PROVOST'S INTRODUCTORY LETTER TO PARTICIPANTS

ON DTS LETTERHEAD

September 25, 2000

(Inside address)

Dear (Salutation),

Twenty years ago, Dallas Theological Seminary started offering Doctor of Ministry courses in the spring semester of 1980. Over the years we have had outstanding students who have benefited tremendously from the D.Min. program at DTS.

From time to time DTS has made changes in the D.Min. program to keep up with the needs of our students and changes of our times. An in-depth assessment of our D.Min. program is in order as we celebrate twenty years of its existence. The Institutional Research and Planning division of DTS will carry out this assessment and we need your help.

Within the next week or so, a detailed questionnaire will be mailed to you for your honest perception about the D.Min. program at DTS. Your input will be significant since any further changes to this program will be made based on this research. Here at DTS we continue to strive to prepare our students for life and ministry. As our alumnus, you can help us to do that job better.

Looking forward to your feedback on the assessment questionnaire. Have a blessed day in the Lord and His ministry.

Sincerely,

Mark Bailey
Provost
Vice President for Academic Affairs

APPENDIX C

COVER LETTER TO PARTICIPANTS WITH FIRST MAILING

ON DTS LETTERHEAD

October 2, 2000

(Inside address)

Dear (Salutation),

Dallas Theological Seminary, in collaboration with the Higher Education department of the University of North Texas, is conducting an in-depth study of our Doctor of Ministry program. Our objective is to determine the alumni-perceived strengths and weaknesses of our D.Min.

We need you! Your participation is very important in establishing an accurate assessment of the Doctor of Ministry program at DTS. Your responses will be kept in strict confidence and will be used only in combination with those of others in the sample. The information gained in this research will not be associated with you in any way; therefore, please be candid.

Please use the enclosed postage-paid envelope to mail your completed questionnaire by October 20, 2000. Please also mail the enclosed postcard separately to indicate that you have filled and returned the questionnaire. This two-part mail response permits you to respond anonymously to the survey while confirming to us that you have participated.

If you have any questions, please call the number noted below or e-mail your queries to Sukhwant S. Bhatia (principal investigator). Again, your assistance is greatly appreciated. Without the cooperation of peers and colleagues such as you, this important research cannot be completed.

May God strengthen you in the marathon of ministry (Heb. 12:1-2).

Sincerely,

Eugene W. Pond, Th.M.
Director, Institutional Research & Planning
800-992-0998 ext. 3725
epond@dts.edu

Sukhwant S. Bhatia, Th.M.
Research Assistant
DMinResearch@aol.com

APPENDIX D

COMPLETION POSTCARD

Please update your database to show that I have completed and returned the Doctor of Ministry Assessment Questionnaire by separate mail.

From:

(Please <u>do not</u> mail this postcard along with your questionnaire, in order to maintain anonymity. The only purpose of this card is to let us know that you have completed & returned the questionnaire.)

Postage was Provided on Cards

Eugene W. Pond
Director, Institutional Research & Planning
DALLAS THEOLOGICAL SEMINARY
3909 Swiss Avenue
Dallas, Texas 75204-6499

APPENDIX E

THANK YOU AND REMINDER LETTER

ON DTS LETTERHEAD

October 9, 2000

(Inside address)

Dear (Salutation),

Last week we mailed you the Doctor of Ministry Assessment Questionnaire, seeking your opinion about your experience as a doctoral student at Dallas Theological Seminary.

If you have already completed and returned the questionnaire and the post card to us, please accept our sincere thanks. If not, we would appreciate you doing so in the next few days. We are especially grateful for your help because it is only by asking alumni like you to share your experiences that we can equip our future Doctor of Ministry students better.

If you did not receive a questionnaire, or if it was misplaced, please call me toll-free at 1-800-992-0998, x3725, or e-mail Mr. Sukhwant Bhatia at DMinResearch@aol.com, and we will mail you another questionnaire. Thanks ahead of time for your participation in this research project.

Serving our Lord,

Eugene W. Pond
Director, Institutional Research & Planning

APPENDIX F

COVER LETTER FOR SECOND MAILING

ON DTS LETTERHEAD

November 6, 2000

(Inside address)

Dear (Salutation),

About a month ago you should have received a questionnaire about your experience as a doctoral student at Dallas Theological Seminary.

Based upon the reply postcards that we received as of this date, we have no record of your sending a completed questionnaire. We want to include your experience when our D.Min. program is evaluated. This is a final appeal to you to participate in this process.

Be assured that your response will be kept in strict confidence and used only in combination with those of others in the sample. The information gained in this research will not be associated with you in any way; therefore, I encourage you to be candid.

Another questionnaire is enclosed in case you need it. Please use the enclosed postage-paid envelope to mail your completed questionnaire by November 20, 2000.

Your assistance is greatly appreciated. Without the cooperation of peers and colleagues such as you, this important research cannot be completed.

May God bless you and your family as we enter the holiday season.

Sincerely,

Eugene W. Pond
Director, Institutional Research & Planning

PS: If you have any questions, please feel free to contact me at 1-800-992-0998 (Ext. 3725) or e-mail your questions to DMinResearch@aol.com.

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